

New Program Review Form
Private Institutions of Higher Education

Institution Limestone College **Proposed Program** Bachelor of Science in Physical Education

Review Team Dr. Mel Horton
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Review Date 3.3.2010

Components	Met	Met With Conditions	Not Met
I. Cover Sheet A. Name of proposing institution B. Title of the proposed program C. Date of submission D. Signature of CEO of institution E. Contact person – Title/Email/Phone/Fax	✓		
II. Program Overview A. Classification 1. name of proposed program 2. academic unit involved 3. designation, type and level of degree 4. proposed date of implementation 5. classification of Instructional Programs (CIP) code 6. identification of program as <i>new</i> or <i>modification</i> 7. delivery mode	✓		
B. Justification for the program 1. program purpose and long range goals 2. need for the program 3. centrality of the program to the institutional mission 4. conceptual framework summary 5. relationship of the program to other programs within the institution and to other SC institutions of higher education 6. similarities or differences between proposed program and those with like objectives offered at other institutions including discussion of like programs within the state, region, and nation (Public IHEs only)	✓		

Components	Met	Met With Conditions	Not Met
C. Enrollment 1. admissions criteria specific to the program 2. table for projected total enrollment for first five years 3. discussion of process by which estimates were made 4. table for estimated new enrollment by headcount & credit hours	✓		
D. Curriculum 1. sample curriculum for undergraduate programs and for graduate programs that will use a required core of courses 2. brief explanation of assessments of student learning outcomes (Public IHE's only) 3. a list, with catalog descriptions, for all new courses that will be added	✓		
E. Faculty 1. table detailing the rank and academic qualifications of each staff member involved in the program (identified only by rank and not by name) 2. enumeration and discussion of necessary qualifications of new faculty 3. proposed changes in assignments of existing faculty 4. institutional plan for faculty development as it relates to proposed program 5. institutional definition of full-time equivalents (FTE) 6. table of headcount and FTE for administrators, faculty, and staff for five years for the proposed program	✓		
F. Physical plant 1. adequacy of existing physical plant for the first five years of the proposed program 2. additional physical plant requirements, including modifications	✓		
G. Equipment – major equipment items needed for first five years	✓		
H. Library resources	✓		
I. Accreditation, Approval, Licensure, or Certification 1. brief description of the accreditation or approval process 2. brief description of ways in which the proposed program will insure that certification will be achieved by graduates 3. brief description of how the proposed program addresses national SPA standards (See #4) 4. brief description of how the proposed program addresses state P-12 content standards 5. concise description of how advanced programs address the core propositions of the NBPTS	✓		

Components	Met	Met With Conditions	Not Met
J. Articulation 1. entry path for students from two-year institutions into four-year institutions as possible 2. statement of how the proposed program leads to a terminal degree	✓		
K. Estimated Cost 1. table for estimated new expenditures necessary annually for the first five years 2. statement as to whether or not "unique costs" or other special state appropriations will be required or requested (Public IHE's only)	✓		
L. Institutional approvals (academic provost approval, etc.)	✓		
III. South Carolina State Department of Education Requirements Description of the ways in which the new program will meet <u>all</u> state requirements as outlined in the <i>Policy Guidelines for South Carolina Educator Preparation Units</i> , including the following: A. ADEPT B. Assessment plan C. Diversity plan D. EEDA E. Field and clinical experiences, including number of hours and integration of ADEPT and/or PADEPP F. PADEPP (If applicable) G. PreK-12 academic standards H. Program admission requirements (Initial & Advanced) I. South Carolina Safe School Climate Act J. Standards of Conduct	✓		
IV. NCATE and SPA Standards, and Assessments Download the NCATE Program Report for the content area and complete the following using the program standards: A. context B. list of assessments (completion of chart) C. relationship of assessments to standards (completion of chart) D. planned evidence for meeting standards E. planned use of assessment results to improve candidate and program performance F. changes or additions to the program (For program modifications only)	✓		

Overall Finding (Team Consensus)

☒ Approved

☐ Approved with Conditions

☐ Not approved

Comments

Institution _____

Date _____



Teacher Education Program

"Developing Enlightened Educators"

Physical Education Teacher Education

Program Proposal

Presented to

South Carolina Department of Education

February 15, 2010

II. PROGRAM OVERVIEW

II.A Classification

II.A.1. Name of Proposed Program: This document presents and describes a Physical Education Teacher Education Program Proposal. The name of the proposed program is "Physical Education Teacher Education".

II.A.2 Academic Unit Involved: The planned program at Limestone College will be in the Division of Professional Studies, under the direction of the Teacher Education Program, and in the Department of Physical Education/Athletic Training.

II.A.3 Designation, type and level of degree: The Physical Education Teacher Education Program will be a Bachelor of Science (B.S.) undergraduate degree.

II.A.4 Proposed Date of Implementation: The Program is scheduled to begin in January 2011.

II.A.5 Classification of Instruction Program Code: The CIP code for the Program is 13.1314.

II.A.6 Identification of program as new or modified: The proposed program is classified as a new program.

II.A.7 Program Qualifies for the Supplemental Palmetto Fellow and LIFE scholarships awards: The proposed program qualifies for the Supplemental Palmetto Fellows and LIFE scholarship awards.

II.A.8 Delivery Mode: The planned delivery mode is traditional. The Institution offers general education courses and will offer education courses on campus and field experiences in Cherokee County.

II.B Justification for the Program

II.B.1 Purpose of the Physical Education Teacher Education Program

The Physical Education Teacher Education Program trains candidates to become physical educators consistent with appropriate National Association for Sport and Physical Education Initial PETE Standards (NASPE). Graduates of the Program will be eligible for licensure by the state of South Carolina as a K-12 Physical Education teacher.

II.B.1.1 Long Range Goal

The goal of Limestone College is to attract a diverse group of students to undergo training in the Physical Education Teacher Education Program for initial certification as educators who are particularly enlightened by their backgrounds in the liberal arts and who are specifically prepared and professionally motivated to share their enlightenment with the communities they serve. The goal of "Developing Enlightened Educators" is the guiding concept for the design of the Physical Education Teacher Education Program within the Teacher Education Program at Limestone College.

II.B.1.2 Specific Goals of the Physical Education Teacher Education Program

The Limestone College Teacher Education Program and the NASPE standards guided the development of the goals of the Physical Education Teacher Education Program.

The unit's goals are as follows:

1. To provide prospective teachers with a broad background of general knowledge and skills as a basis for the development of cultural literacy in their students.
2. To provide prospective teachers with the professional courses and experiences that will form the philosophical, psychological, historical and methodological basis of teaching and learning.
3. To provide prospective teachers with effective models, methods, strategies, materials and technological resources for teaching and learning.
4. To provide prospective teachers with the knowledge and ability to use instructional strategies to facilitate learning for students of varying abilities and backgrounds.
5. To provide prospective teachers with the knowledge and experiences to successfully complete the South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) evaluation process.

The NASPE goals are as follows:

1. *Scientific and Theoretical Knowledge* - To provide prospective teachers with a strong scientific background and the opportunity to demonstrate and apply these concepts.
2. *Skill-Based and Fitness-Based Competence* – To provide prospective teachers with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness.
3. *Planning and Implementation* – To provide prospective teachers with the knowledge and skills necessary to plan and implement developmentally appropriate learning experiences which are aligned with state and national standards.
4. *Instructional Delivery and Management* – To provide prospective teachers with the knowledge and skills to be an effective communicator and pedagogical information to enhance student engagement and learning.
5. *Impact on Student Learning* – To provide prospective teachers with the knowledge and skills to use assessment and reflection to foster student learning and inform decisions about instruction.
6. *Professionalism* – To provide prospective teachers with the knowledge and skills to demonstrate dispositions that are essential to becoming effective professionals.

(NASPE, 2009)

II.B.2 Need for the Program

As part of Limestone College and the Teacher Education Program, the Physical Education Teacher Education Program will address the status of physical education and physical activity. According to current legislation, there is a need for qualified physical education teachers.

In 2005, Act 105, known as the Students Health and Fitness Act (S.C. Code Ann. §§ 59-10-10 through 59-10-380) was enacted. The passage of this groundbreaking comprehensive legislation mandated that all children in kindergarten through grade five in South Carolina receive 90 minutes of physical education and 60 minutes of physical activity per week. The Act also stipulates the following requirements for the state's public schools that service any combination of kindergarten through grade five:

- a licensed nurse and a physical education activity director;
- a certified physical education teacher as the instructor for every physical education class;
- an average student-teacher ratio of 28:1 in every physical education class and, when the Act is fully implemented, an overall student-teacher ratio in the elementary schools of 500:1;
- professional development for all teachers and volunteers regarding physical activity for young children; and
- nutrition standards for food service meals based on the recommendations of the State Department of Education Task Force on Student Nutrition and Physical Activity Report, the National School Lunch Act, and the most recent applicable Dietary Guidelines for Americans.

The Students Health and Fitness Act of 2005 also called for the South Carolina Physical Education Assessment to be administered by all public schools to all students in grades two, five, and eight and in high school. Further, each of the state's school districts must establish and maintain a coordinated school health advisory council to assess, plan, implement, and monitor district and school health policies and programs, including the development of a district wellness policy. The individual fitness status of every student in grades five and eight and every student currently enrolled in the required physical education course in high school must be reported to the parent or legal guardian.

One key belief of the South Carolina Legislature, as well as the South Carolina Department of Education (SCDE) and the National Association for Sport and Physical Education (NASPE), is that every student in the public schools, from kindergarten through grade twelve, should have the opportunity to participate in a quality physical education program. It is the unique role of such a program to help all students develop health-related physical fitness, physical skill competence, cognitive understanding, and positive attitudes about physical activity so that they can lead physically active, healthy lifestyles throughout the years to come. Well-designed and well-run physical education programs are also vitally important because they provide learning experiences that meet

students' developmental needs, in turn helping to improve their mental alertness, academic performance, and readiness and enthusiasm for learning (NASPE 2009).

II.B.3 Centrality of the Teacher Education Program to the Institutional Mission

The mission of Limestone College is to educate students from diverse backgrounds in the liberal arts and selected professional disciplines. In a nurturing, supportive environment based on Christian ideals and ethical principles, students are challenged to become critical thinkers and effective communicators who are prepared for responsible citizenship, successful careers, and graduate programs. The College's faculty and staff, academic and co-curricular programs, financial resources, and support services are dedicated to an educational climate that upholds high academic standards and foster respect for learning and beauty, creativity and hard work, tolerance and personal integrity, vigorous activity and spiritual reflection.

Limestone expects its students to be concerned with two closely related types of development: that of the productive citizen and that of the person working toward intellectual maturity and self-awareness. Limestone College values excellent teaching and close student-faculty relationships which promote active learning and cultivate intellectual curiosity. Students are challenged to display respect for other individuals and cultures and to develop their own moral sensitivity, personal creativity, and emotional stability. Limestone strives, in all its dealings to exemplify compassion, civility, and a sense of justice. The College respects religious liberty and is committed to the sponsorship of an environment consistent with the institution's non-denominational Christian heritage.

The mission of the Teacher Education Program at Limestone College is the preparation of undergraduate candidates for initial certification as educators who are particularly enlightened by their backgrounds in the liberal arts and who are specifically prepared and professionally motivated to share their enlightenment with the communities they serve. The goal of "Developing Enlightened Educators" is the guiding concept for the design of each of the programs within the Teacher Education Program at Limestone College. It serves as the foundation for course design, clinical practice, and the assessment for all the initial certification programs. The framework establishes a relationship across programs among standards in curriculum, instruction, field experiences, clinical practice, and assessment. It is shared with the professional community and input from those stakeholders is part of the decision making process for all programs.

II.B.4 Public IHEs Only

II.B.5 Relationship of the Program to Other Programs at other Institutions of Higher Education

South Carolina has 33 public and 30 private institutions of higher education. Of those 60+ institutions only 15 offer a Bachelor of Science degree in Physical Education Teacher Education. These institutions are situated around the State in close proximity to most applicants. The closest institution to Limestone College is USC Upstate.

Most of the degree programs throughout the state are structured in order to meet the National Council for Accreditation of Teacher Education (NCATE) and National Association for Sport and Physical Education (NASPE) standards. Some variance occurs in the manner in which methods courses and field experiences are handled. A few institutions teach methods courses on site in the schools and link field experiences with teaching experiences. Because of its small size, the pre-candidates in the Physical Education Teacher Education Program will be placed in schools as part of the Foundations of Education (ED 200) requirement. Upon admittance to the Teacher Education Program, field experiences will be integrated in designated method courses with the course instructor supervising the field experiences.

Another difference between Limestone College programs and programs in most institutions is the requirement that candidates pass the Praxis II specialty tests (0091 and 0093) and Principles of Learning and Teaching Test before being permitted to engage in clinical practice (Directed Student Teaching).

II.B.6 Public IHEs Only

II.C Enrollment

II.C.1 Admissions Criteria Specific to the Program

The Teacher Education Program at Limestone College has set the following requirements for admission to the Teacher Education Program. The Physical Education Teacher Education Program will follow these requirements:

1. Submit passing scores on the Praxis I Series as required by the State of South Carolina. Praxis I is a test of basic skills. According to state law, a student must pass this test before being admitted to the Teacher Education Program. All students, even college graduates, must pass Praxis I or have acceptable ACT or SAT scores, to be admitted to the Program.
2. Successfully complete Education 200 with a grade of C or better. Graduates of the Teacher Cadet Program receive transfer credit for Education 200.
3. Complete 45 semester hours of college credit with a cumulative Grade Point Average of 2.5 on a 4.0 scale.
4. Submit with the application three letters of recommendation or reference forms, one each from a professor of general education, a professor in education, and a public school professional.
5. Gain approval by the faculty of the academic division of Limestone College in which the degree program is administered.
6. Gain approval by the Teacher Education Committee.

Admission to Directed Student Teaching (Clinical Experience) requires the following:

1. Admission to the Teacher Education Program
2. Application to Student Teach submitted to his/her academic division and to the Teacher Education Committee for approval.
3. Completion of all methods courses, all professional education courses, and all content area required courses prior to the semester of Directed Student Teaching. Candidates

must receive the grade of "C" or better in all professional education and area of specialization courses.

4. Candidates may submit requests for specific school and grade level Directed Student Teaching placements. These requests will be considered, but students are not assured placements at the schools or grade levels they request. Directed Student Teaching assignments are made within the Cherokee County School District. Candidates will be placed outside the district only when there is no placement available which is suitable to the College and to the school district. Candidates will not be placed in schools where a conflict of interest may exist. For example, they will not be placed in schools where a relative is employed. The Director of Personnel of Cherokee County Schools works with principals and teachers to assign candidates to appropriate Directed Student Teaching placements.
5. Remediation: The Teacher Education Committee will review applications for entrance into Directed Student Teaching. If students do not receive favorable recommendations from the committee and/or from the specific division, they will be unable to student teach until deficiencies are eliminated. In some cases, students may be advised to pursue a degree in another area.
6. Once the candidate has been approved to student teach, he/she must pass the specific Praxis II content area examinations required by the state of South Carolina and the appropriate Praxis Principles of Learning and Teaching examination prior to the submission deadline. The candidate must designate Limestone College as a score recipient on all Praxis examination applications. Application forms and details about specific deadlines for applications and score submissions can be found on page 43 of the *Teacher Education Handbook*.
7. Prior to the deadline, candidates must complete an electronic fingerprint scan and submit to the Director of Teacher Education the completed South Carolina Application for Educator certificate, a check for the application fee payable to the South Carolina Department of Education and a copy of the Social Security card.

II. C. Table for Projected Enrollment for the First Five Years

Table 1 – Projection of Enrollment

Year	Type of Enrollment	Number	Credit Hours
2010-11	Full Time	10	16
	Part Time (9 hours)	0	0
	Part Time (6 hours)	0	0
	Total	10	16
2011-12	Full Time	20	16
	Part Time (9 hours)	0	0
	Part Time (6 hours)	0	0
	Total	20	16
2012-13	Full Time	30	16
	Part Time (9 hours)	0	0
	Part Time (6 hours)	0	0
	Total	30	16
2013-14	Full Time	30	16
	Part Time (9 hours)	0	0
	Part Time (6 hours)	0	0
	Total	30	16
2014-15	Full Time	30	16
	Part Time (9 hours)	0	0
	Part Time (6 hours)	0	0
	Total	30	16

II.C.3 Discussion of the Process by Which Estimates Were Made

The enrollment estimates were determined by using the enrollment from the Program which was recently discontinued (see Table 17). In addition, admissions representatives communicated the interest by prospective students to enroll in the Physical Education Teacher Education Program.

II.D Curriculum

The development of the Physical Education Teacher Education curriculum was a collaborative effort of the Physical Education/Athletic Training faculty, the General Education faculty, and public school representatives. The curriculum was constructed to meet the NCATE/NASPE National Standards and to provide the experiences necessary to train teachers to become “Enlightened Educators”. It serves as the foundation for course design, clinical practice, and assessment for initial certification. The curriculum was evaluated and redesigned to meet the NCATE/NASPE standards. The changes resulted in seven new classes and four existing classes redesigned. Table 2 provides the new course of study for the Physical Education Teacher Education Program. Table 3 gives the course descriptions, and Appendix B portrays a sequencing of all of the required courses to graduate from Limestone College. The total curriculum is 123 credit hours.

II.D.1 Sample Curriculum for Program

Table 2. Major Courses in the Curriculum

COURSES IN THE EDUCATION PROGRAM	
Course Number	Title and Credit Hours
ED 200	Principles of Education (3 credit hours)
ED 304	Teaching Reading and Writing in the Content Areas (3 credit hours)
ED 310	History & Philosophy of Education (3 credit hours)
PHYSICAL EDUCATION PROFESSIONAL COURSES	
PE 131	Swimming (1 hour)
PE 132	Recreational Dance (1 hour)
PE 133	Tumbling and Gymnastics (1 hour)
PE 200	Foundations of Physical Education (3 credit hours)
PE 201	Personal & Community Health (3 credit hours)
PE 202	First Aid and Cardiopulmonary Resuscitation (3 hours)
PE 217	Net Games
PE 218	Field and Court I
PE 219	Field and Court II
PE 301	Kinesiology (3 hours)
PE 302	Exercise Physiology (3 hours)
PE 307	Human Performance Laboratory (1 hour)
PE 314	Health and Physical Education in the Elementary School (4 hours)
PE 320A	Measurement and Evaluation (3 hours)
PE 322	Motor Behavior (3 hours)
PE 323	Exceptional Child (3 hours)
PE 413	Teaching School Health (3 hours)
PE 414	Health and Physical Education in the Secondary School (4 hours)
PE 452	Directed Student Teaching (12 hours)
PE 453	Issues and Trends in Physical Education (1 hour)
SUPPLEMENTAL COURSES	
ED 209	Multimedia in the Classroom (3 hours)
BI 206	Human Physiology (4 hours)
ID 301	Critical Thinking
BI 205*	Human Anatomy (4 hours)
PS 204*	Human Growth and Development (3 hours)
PE 493+	Field Experience for Physical Education (1 hour)

* = General Education requirement

+ = Not a requirement, but available for additional hours for appropriate school placement

II. D. 2 Public IHEs Only

II.D.3 Catalog Descriptions of New Courses

Table 3 - Catalog Descriptions of New Courses

PE 217 Net Games
Skills, strategies, and developmentally appropriate activities for the sports of tennis, pickleball/badminton, and volleyball. Open to PETE majors only or permission of the instructor. This course does not meet the General Education requirement. Lab Fee. Credit, 2 hours.
PE 218 Field and Court I
Skills, strategies, and developmentally appropriate activities for the sports of soccer, basketball, and softball. Open to PETE majors only or permission of the instructor. This course does not meet the General Education requirement. Lab Fee. Credit, 2 hours.
PE 219 Field and Court II
Skills, strategies, and developmentally appropriate activities for the sports of floor/field hockey, flag football, and ultimate frisbee. Open to PETE majors only or permission of the instructor. This course does not meet the General Education requirement. Lab Fee. Credit, 2 hours.
PE 307 Human Performance Laboratory
This course offers students the opportunity to observe and participate in a number of the standard laboratory procedures from the sport and exercise sciences including exercise physiology, kinesiology, and motor behavior. Prerequisites: Biology 205 and 206, or co-requisite: Physical Education 301, 302, or 322
PE 314/PE 314H Health and Physical Education in the Elementary School
Principles of designing and implementing school physical education programs for students in grades K-5. Includes curriculum, methods, and materials for health and physical education in the elementary school. A 30 hour field experience is included in this course. Prerequisites: Passing Praxis I Credit 4 hours
PE 322 Motor Behavior
This course in motor behavior involves the study of psychological and physiological factors which influence the acquisition of motor skills and abilities across the lifespan. It draws from the fields of motor learning, motor control and motor development and includes hereditary and environmental influences. Prerequisites: BIO 205 & 206
PE 323 Exceptional Child
This course focuses on planning, implementing and adapting physical education programs for exceptional children. There will be a 15 hour field experience. Credit 3 hours.
PE 413 Teaching School Health
Methods of teaching health with special emphasis on the relationship of health to physical education. Health service, healthful school living, and methods and materials of teaching health are included. A 10-hour field experience will be included in this course. Prerequisites: Passing Praxis I, PE 201. Credit, 3 hours.
PE 414 Health and Physical Education in the Secondary School
Principles of designing and implementing school physical education programs for students in grades 6-12. Includes curriculum, methods, and materials for health and physical education in the secondary schools. A 30 hour field experience, 15 hours at the middle school level and 15 hours at the high school level, is included in this course. Prerequisites: Passing Praxis I. Credit 4 hours.

PE 452 Directed Student Teaching
This 60-day course of study in the public schools allows physical education teacher candidates to combine theory and practice in the classroom under the guidance of the classroom teacher. One half of the teacher candidate teaching experience will take place in a secondary setting, with the other half in an elementary setting. The ADEPT process is used to evaluate the teacher candidate's teaching experience. Prerequisites: Passing Praxis II and the PLT. Admittance to Teacher Education Program. Corequisite PE 453. Grading is on a Pass/Fail basis. Credit, 12 hours.
PE 453 Issues and Trends in Physical Education
Issues and Trends in Physical Education. The philosophical, historical, and legal foundations of physical education issues and trends that are the underpinnings in physical education. Final fitness testing will occur during this course. Prerequisite: Passing Praxis II. Admission to Teacher Education Program. Corequisite PE 452. Credit, 1 hour
ED 209 Multimedia in the Classroom
The theory, art, and technology of planning and producing visual and auditory materials for instruction. Analysis of electronic media and its application in instruction for improvement or enhancing the learning process. (Same as Computer Science 209 and Human Resource Development 209.) Prerequisite: Computer Science 102. Credit, 3 hours.
PE 493 Field Experience for Physical Education Majors
This course is a supervised field experience in a physical education setting including planning, assessing, and implementing an approved teaching unit. Prerequisites: Passing Praxis I, ED 200, PE 201 and permission of the instructor. Credit, 1 hour.

II. E Faculty

II.E.1 Faculty with Academic Qualifications for Teacher Education

Limestone College hired an Associate Professor of Physical Education in August 2009 to coordinate the efforts involved in re-establishing the Physical Education Teacher Education Program. Currently there are three permanent faculty members in the Program with the appropriate experience and qualifications.

The College has several instructors in other programs who have the qualifications for teaching part-time in the Program. The institution plans to share instructors across programs when feasible. The instructors, if necessary, will have had experience at the elementary and/or school level and appropriate certifications and ADEPT training.

I.E Faculty for Physical Education Teacher Education Program

Table 4 - Faculty for Physical Education Teacher Education Program

Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track (Yes/ No)	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Ed.D. , Curriculum and Instruction, University of Georgia	Faculty	Associate Professor	Y	Presenter – 2007, 2008 at South Carolina AHPERD. Board of Trustees of District 12 Special Olympics.	K-12 License in PE in North Carolina; 3 years teaching experience; permanent sub for 1.5 years; supervision of practicum
Ed.D., Kinesiology, University of Houston	Faculty	Associate Professor	Y	First Author, publication-(2008) Health and Obesity Conference Research Book, Great Britain. Research Presenter-(2008) Health and Obesity Conference, Birmingham, England. First Author - (2006) Journal of Physical Education, Recreation and Dance, Pgs. 28-30, October. 3 Time National AAHPERD Presenter (2006)	1 Year Middle School English 1 Year High School Coaching 5 years supervising student teachers in elementary and secondary schools Faculty
M.S., Physical Education, University of North Carolina at Greensboro	Faculty	Assistant Professor	Y	ADEPT Evaluator NCATE Board of Examiners (State Level)	3 years teaching physical education high school and junior high

				Participated on 2 NCATE visiting teams SCAHPERD Vice-President	school 1 year as coordinator of elementary physical education Faculty
Ph.D., Physical Education, Florida State University	Faculty	Professor	Y	Department Chair 2000-2007 Chair – NASPE/AAHPERD Sports Philosophy Academy and Research, 2005-2007	6 years Physical Education - elementary and secondary school levels
M.A., Sports Science & Pedagogy, Gardner-Webb University	Chair – Physical Education, Athletic Training, Sports Management Department Director of Athletic Training Education Program Coordinator for CAATE Accreditation Process	Assistant Professor	Y		None
M.A., Health and Exercise Science, Furman University	Teaching Faculty Clinical Coordinator – ATEP Coordinator - First Aid, CPR & Blood Borne Pathogen Certification Programs	Assistant Professor	Y	Member – National Athletic Trainers Assoc., EMT-Basic, South Carolina Athletic Trainers Assoc., Mid Atlantic Athletic Trainers Assoc.	None
M.S., Physical Education/Exercise and Sport Science, Central Missouri State University	Adjunct Faculty	Instructor	N		None

II.E.2 Qualifications and Enumeration of New Faculty Member

Currently, the staff for this Program is appropriate. As the number of candidates increase, new faculty positions will be proposed.

Although salaries vary according to experience and rank, Limestone College offers a range of salaries with averages of \$36,917.00 for Instructors, \$46,316.00 for Assistant Professors, \$48,904.00 for Associate Professors, \$56,233 for Professors.

II.E.3 Changes in the Assignment of Existing Faculty Members

There is only one change in assignment for an existing faculty member. One of the faculty assignments will change to a focus in health education and the coaching certification area. The majority of courses in the curriculum are to be taught by faculty who are full time employees of the College.

II.E.4 Faculty Development

Limestone College recommends that each member of the full-time faculty attend a professional workshop or conference, or engage in graduate level courses at least once every three years. The College provides several sources of funding to support faculty members pursuing professional development activities.

a. Hopper Fund In 1983, Dr. and Mrs. C.G. Hopper, Jr., a prominent physician and Limestone trustee and his wife (a Limestone alumna) established the Hopper Endowment. Part of the growth of this fund may be used for faculty development. When funds are available, faculty members who wish to continue study during the summer or through leaves of absence may apply for financial assistance.

Priority is given to faculty members who are working toward a terminal degree, but other activities such as the following are supported: returning to school to update knowledge in the faculty member's field; attendance at and participation in workshops, seminars, or professional meetings; travel for research purposes; or travel in connection with sabbaticals or leaves of absence taken for professional growth and development.

b. Fullerton Foundation Faculty Awards In 1984, the Fullerton Foundation gave Limestone College \$50,000 to provide for merit awards to be given to five deserving tenure-track faculty. The recipients are usually selected by the students in their classes and by their colleagues on the basis of excellence in classroom teaching and their caring and helpful concern for the academic progress of their advisees and the students in their classes.

c. Faculty Development Fund The Faculty Development Fund provides financial support for full-time faculty members pursuing professional development activities. The vice president for academic affairs recommends a specified amount of funds in this budget line item each year. The chair of the Faculty Development Committee will be informed of the budgeted amount in this fund by October 1 of each academic year. Applicants requesting assistance from the Hopper Fund or the Faculty Development Fund apply in writing to the vice president for academic affairs. The applications for assistance are forwarded to the Faculty Development Committee. The committee reviews applicants' requests and makes recommendations to the vice president for

academic affairs. Committee recommendations are subject to the approval of the vice president for academic affairs.

Criteria for selection of recipients may include the following elements: relevance of the activity to the classroom; the ways the activity will contribute to the personal and professional growth of the recipient; the generation through the activity of a positive contribution to the College; the contribution the activity will make to the existing body of knowledge in the recipient's field; the past record of professional activity of the recipient; the seniority of the recipient. In addition, some effort is made to spread the available funds among the academic divisions.

Assistance from the Hopper Fund and the Faculty Development Fund is in the form of a loan for which repayment is canceled upon the recipient's completion of a subsequent year of service as a member of the Limestone College faculty.

d. Faculty/Staff Tuition Benefit Limestone College strives to have the most highly educated and skilled faculty and staff possible. To this end, the College will support its faculty and staff in their formal educational endeavors provided there is a benefit to the College and provided resources are available.

e. Academic Discipline Travel Funds Academic discipline travel funds are available to each full-time faculty member to ensure a minimum level of support for professional development activities. The vice president for academic affairs, in consultation with the division chairs, recommends a specified amount of funds per faculty member each academic year. Faculty members submit requests for the use of these travel funds through their department chairperson and division chairperson. Division chairperson recommendations are forwarded to the vice president for academic affairs. (Limestone College, Faculty-Staff Handbook, 2009).

II.E.5 Institutional Definition of Full-time Equivalents (FTE) and the Table of Headcount for Administrators, Faculty, and Staff.

The standard teaching load at Limestone College is 12-15 credit hours or its equivalent per semester.

The following equivalencies are used in calculating faculty-teaching loads:
Supervising student teachers and Social Work field placement 420a, b, c, d combined: .75 load credit per student.

Supervising student internships: .67 load credit per student.

Equals .0558-load credit per student per credit hour earned

This equals .1674 load credits for each student in a 3-credit course.

This equals .3348 load credits for each student in a 6-credit course.

This equals .5022 load credits for each student in a 9-credit course.

This equals .6700 credits for each student in a 12-credit course.

Education 300, 301, 302 practica courses (all disciplines): .25 load credit per student.

Psychology practicum courses: 1 load credit per course.

Physical Education and Athletic Practicum courses: .25 load credit per student.

Physical Education activity courses: 1 load credit for 2 contact hours.

Music lessons (private, 100 level): .5 load credit per student.

Music lessons (private, 200,300 and senior recital): 1 load credit per student.

Coached ensembles and piano classes: .67 load credit per contact hour.

Major ensembles: 1 load credit per contact hour.

Music education techniques classes: 1 load credit per contact hour.

Studio art classes: .67 load credit per contact hour.

Art (senior art exhibit): .67 load credit per student.

Theatre 480 (student production lab): .67 load credit per student.

Science laboratories: 1 load credit per 2 or 3 hour laboratory.

Equivalencies also may be granted by the vice president for academic affairs to faculty for performing administrative or other exceptional duties. "Equivalent" assignment may be given if a faculty member does not meet his/her contractual load. (Limestone College Faculty/Staff Handbook, 2009)

II.E.6 Table of headcount and FTE for administrators, faculty, and staff for the first five years of the proposed Program

The college definition of a full time equivalent refers to a person who teaches 12 to 15 hours per week per semester. Because of the need to supervise field experiences in schools, full time equivalence for physical education faculty members will be adjusted according to teaching and supervision responsibilities. Table 5 shows the projected headcount for administrator, instructors, and staff for the first five years.

Table 5 - Proposed Full-Time Equivalents for Administrators, Instructors, and Staff over a 5 Year Period

	Administrators FTE	Instructor FTE	Staff FTE
Year 1	.5	3	0
Year 2	.5	3	0
Year 3	.5	3	0
Year 4	.5	3	0
Year 5	.5	3	0

*Instructor FTE count includes only full time faculty. Administrator count includes the Department Chair and Director of Teacher Education.

II.F Physical Plant

II.F.1 Adequacy of Existing Physical Plant for First Five Years

The Physical Education Teacher Education program will be housed in Timken Gymnasium; however there are other sites on campus which can be used. The physical spaces allotted to the Physical Education Teacher Education Program at Limestone College campus currently include Timken Gymnasium, the Walt Griffin Physical Education Center, classrooms, and outdoor areas available for various outdoor sports. The Timken Gymnasium has approximately 1000 square feet. There are offices, three classrooms, a gymnasium, and a swimming pool. Classrooms are approximately 700 square feet and have multimedia and audiovisual capabilities as well as standard teaching aids such as chalkboards, overhead projectors, and projection screens. The Walt Griffin Physical Education Center has 16,000+ square feet. Located in the building are a Weight Room, a Wrestling Practice Facility, Athletic Training facility, as well as several classrooms and offices. All of the classrooms in this facility have multi-

media capabilities and are consistent in size and quality with other classrooms at Limestone College.

II.F.2 Additional Physical Plant Requirements, Including Modifications

Summer 2010, Limestone College is intending to acquire the YMCA facility adjacent to the Timken Gymnasium. With this acquisition, the Program may be able to add another gymnasium, dance studio, area for a Human Performance Laboratory, two racquetball courts, small classroom, cardio room, and offices. Plans to alter this facility into a teaching laboratory have not been finalized.

II.G Equipment and Materials Currently, equipment is sufficient for the proposed Program. As the Program expands with the addition of the YMCA facility, human performance equipment, class and recreational equipment, and other needs will be addressed through student fees.

II.H Library Resources

The A.J. Eastwood's Mission is to provide an environment that encourages learning and inquiry. The Eastwood Library's mission is to employ resources and services that support Limestone College's programs and goals.

The Goals of the A.J. Eastwood:

- The library will secure and organize information resources in a variety of formats to adequately support the curricula of the College.
- The library will provide students instruction in research skills to promote lifelong use and learning.
- The library will provide a staff of qualified librarians and skilled support personnel who will seek continual professional development and training.
- The library will provide sufficient facilities, space and equipment conducive to study, research and instruction ensuring the safety and security of library users, personnel and resources.
- The library will participate in appropriate cooperative programs expanding access to resources and services at a reasonable cost. (Limestone Catalog, 2009)

The Library has secured a variety of data bases for access to periodicals, journals, newspaper or other print information. For example, The Journal of Physical Education, Recreation, and Dance, Research Quarterly, Strategies, The Physical Educator, can be accessed through data bases, such as ERIC or Sportdiscus at the library, in classrooms, or from personal computers. The Library has also purchased Films on Demand which can give the teacher candidates the ability to access over 400 films or film clips which can be integrated in to presentations or reports For a comprehensive list, please see www.limestone.edu/library .

II.I Public IHE only

II.J Articulation

II.J.1 Entry Path for Students from Two-Year Institutions into Four-Year Institutions, as Appropriate

The Physical Education Teacher Education Program has no articulation agreements with other institutions. However, Limestone College accepts courses from the regionally accredited institutions of higher learning.

II.J.2 Statement if the Proposed Program Leads to a Terminal Degree

The Physical Education Teacher Education Program will lead to a Bachelor of Science Degree with K–12 certification in Physical Education.

II.K Public IHE only

II.L Institutional Approvals

This document has been reviewed by a number of entities at Limestone College. Each body was given the opportunity to make suggestions that were incorporated into it. A representative from each body signed the proposal.

Director of Teacher Education

Chairperson of the Curriculum Committee

Executive Vice President/Vice President for Academic Affairs

Office of the President

III. SOUTH CAROLINA DEPARTMENT OF EDUCATION REQUIREMENTS

III.A ADEPT

The Physical Education Teacher Education Program at Limestone College will meet the requirements of the South Carolina Department of Education in regards to ADEPT by adopting the Teacher Education requirements. A listing of activities meeting those requirements explain the ways the Physical Education Teacher Education Program, through the leadership of the Teacher Education Program, will implement the ADEPT requirements. The Program

1. Trains faculty regarding the revised model of ADEPT;
2. Aligns objectives in the Physical Education Teacher Education courses with the ADEPT standards;
3. Uses evaluation instruments in field experience(s) that measures performance according to ADEPT standards;
4. Places teacher candidates with teachers who have had ADEPT training;
5. Requires an orientation session on the ADEPT model before Directed Student Teaching can take place;
6. Requires teacher candidates to develop a portfolio according to the ADEPT model;
7. Requires formulation of a unit (long-range planning) and lesson plans (short-range planning) when teaching during Directed Student Teaching;
8. Requires teacher candidates to prepare Teacher Work Samples during Directed Student Teaching to determine the impact of teaching on learning;
9. Requires eight classroom observations (four in the elementary placement and four in the secondary placement);
10. Requires feedback sessions with candidates on the results of formative evaluation;
11. Requires both the cooperating teacher and the college supervisor to evaluate candidates for summative evaluation and provide feedback during exit interviews;
12. Assesses graduates of the Program after one year of teaching to identify strengths and weaknesses in the Program in regard to ADEPT; and
13. Makes improvements in the Program from follow-up data in order to eliminate identified weaknesses.

The total Physical Education Teacher Education curriculum has alignment with the ADEPT performance standards. Appendix C gives the APS key elements with critical components and then lists the courses where the candidates learn and practice the APS key elements, and how the candidates are assessed accordingly.

III.B Assessment

The Limestone College Unit Assessment Plan is a comprehensive plan for the aggregation of selected assessments. It offers monitoring and management and provides for the improvement of candidate performance as well as Program improvement and the improvement of overall unit operations. The assessment system requires that identified assessments be conducted on a continuous basis both for formative and summative purposes.

III.B.1 Assessment of Candidate Performance

The unit assessment system provides a plan for the continuous and regular assessment of performance for all students in teacher preparation programs. The decision points of the system and the events which must occur during each of them are described below.

Pre-I. Admission to the College - Standards for admission to the College include a minimum SAT score of 850 or a minimum ACT score of 17, a high school GPA minimum of 2.0 on a 4-point scale, and a recommendation from high school faculty/staff. Candidates who do not meet these criteria may be accepted provisionally.

I. During status as an Applicant

- A. Information about the Program and its requirements are provided by Faculty Academic Advisors and are available in the *College Catalogue* and in the *Teacher Education Handbook*, both of which are available to students in print and on the College website.
- B. Declaration of a major in a Teacher Education Program, which may occur at any point during the student's status as an applicant.
- C. Successful completion of Education 200 with a grade of C or better.
- D. Submission of required passing scores on the three sections of Praxis I.
- E. Completion of 45 semester hours of coursework with a cumulative Grade-Point Average of 2.50 or higher.
- F. Submission to the student's faculty advisor of a completed Application for Admission to the Teacher Education Program accompanied by three letters of recommendation and/or evaluation forms, one each from a member of the College's Education Faculty, a public school teacher or administrator with knowledge of the student's prospective ability as a teacher, and any other general education faculty member.
- G. Approval of the Application for Admission by the faculty of the academic division which houses the program for which the student is applying and final approval by the Teacher Education Committee.

II. During status as a Candidate

- A. Successfully complete the majority of the required coursework for the program. Students are expected to complete all field experiences and methods coursework prior to the Directed Student Teaching semester.
- B. Submission of the Application for Directed Student Teaching to the Faculty Advisor.

- C. Approval of the Application for Directed Student Teaching by the faculty of the academic division which houses the program and final approval by the Teacher Education Committee.
 - D. Submission by the required deadline the completed South Carolina Application for Educator Certificate, the state-required application fee, the completed fingerprint card and a photocopy of the student's Social Security card.
 - E. Clearance by the State Department of Education after an FBI/SLED background check.
 - F. Submission of passing scores on the required Praxis II content area examinations and the appropriate Principles of Learning and Teaching examination. Praxis II content area examinations and the Principles of Learning and Teaching examination must be passed prior to Directed Student Teaching.
- III. During status as a Student Teacher
- A. Submission and approval of the Directed Student Teaching portfolio.
 - B. Successful completion of supervised Directed Student Teaching.
 - C. Submission of the completed Survey of Student Teachers.
 - E. Submission of all teacher work samples
 - D. College Graduation
- IV. During status as a Program Completer
- A. ADEPT Induction data
 - B. Certification

III.C Diversity Plan

III.C.1 Diversity of Content

Limestone College aspires to be a diverse community of women and men of different races, religions, geographic origins, socioeconomic backgrounds, personal characteristics, and interests. This diversity reflects values the College hopes to embody: openness, honesty, tolerance, mutual respect, civic responsibility, global awareness, and bold intellectual inquiry. Limestone College aspires to be a community of learners that is harmonious in its differences, just and compassionate in its transactions, and steadfast in its commitment to an educational program of the highest quality.

Because our society presents continuing challenges to values, students are encouraged to cultivate respect for other individuals and cultures, and to enhance their own moral sensitivity, personal creativity, and emotional stability. Limestone's programs and practices strive to exemplify compassion, civility, and a sense of justice. The College respects each student's religious liberty and provides an environment consistent with the institution's non-denominational Christian heritage.

The goals of the College and of the Teacher Education Program which are related specifically to diversity are addressed throughout the coursework in professional education. Activities related to those diversity goals, which include reading, classroom activities, assessments and field and clinical experiences, are embedded in all education courses. Candidates demonstrate proficiencies related to diversity during ADEPT-based evaluations conducted in coursework, field experiences and the clinical experience. They also address diversity in the documents they create and in the reflections they construct for portfolios.

Data from these assessments indicate that candidates are aware of the need to be sensitive to the particular backgrounds of the students they teach and that they have the ability to plan and deliver instruction which reflects their concern for the diverse characteristics of students.

Assessment and evaluation of candidate performance is conducted through the candidates' professional portfolio. This ADEPT-based portfolio process addresses dealing with diverse student populations. The portfolio contains samples of the students' work and reflective thinking expressed in writing and should provide evidence that candidates know the content they will teach, know how to teach that content, and have appropriate professional dispositions.

The portfolio development system begins in Education 200, Principles and Problems of Education. Candidate portfolios are assessed at four points in students' progression through the Program: at the completion of ED 200, PE 314, PE 414, and PE 452.

The Physical Education Teacher Education Program also requires Teacher Work Samples which are designed to have candidates look at Contextual Factors which impact the teaching process. A rubric is used to assess the report.

III.C.2 Limestone Student Diversity

Limestone College is considerably more diverse in our student population than in our faculty. *US News & World Report* ranked Limestone College fourth among baccalaureate colleges in the South in terms of racial diversity, with a diversity index rating of .53 and a forty-eight percent overall African-American student population. This includes all students, full-time and part-time, main and extended campus. During the fall 2007 semester, the overall population of the College (3396) included 9 non-resident alien, 1614 African-American, 12 American Indian or Alaskan Native, 27 Asian or Pacific Islander, 58 Hispanic and 1607 white students. Male students numbered 1263 and females numbered 2133. Table 7 indicates the student population by place of origin.

III.C.2 Student Population by Place of Origin

Table 6. Student Population by Place of Origin

Place of Origin	Total	Place of Origin	Total
AL	4	NV	1
CA	5	NY	54
CO	1	OH	16
CT	2	OK	1
DC	1	PA	7
DE	1	PR	1
FL	22	SC	2512
GA	60	TN	6
HI	1	TX	12
IA	1	VA	17
ID	1	VT	1
IL	8	WA	1
IN	4	WI	1
KY	2	Foreign	48
LA	3	Grand Total	2989
MA	6		
MD	52		
ME	1		
MI	7		
MN	1		
MO	3		
NC	121		
NH	1		
NJ	3		

III.C. 3 Diversity of Candidates

During the period from fall 2005 through fall 2008, 121 candidates completed the Teacher Education Program. Of that number, 27 were male, 94 were female, 116 were

white, 4 were African-American, and 1 was Hispanic. These candidates interact regularly as they progress through coursework, particularly in the evening program where they tend to progress as a single group from course to course. Limestone has a fairly open college admission policy and always encourages students to enter teacher education programs. Limestone has a Teacher Cadet Program within the public schools and minority candidates are deliberately encouraged to participate in that program.

The data in Table 7 were collected from several different databases. The area information is for Cherokee County, SC from the 2000 Census data. The data on all students in the institution is from the institutional database from fall 2007 and includes full-time and part-time students from the main and extended campuses. The candidate demographics are actually Program Completer data from fall 2005 through fall 2008. The data indicate that the unit is less diverse than the College at large in terms of its race/ethnicity profile. Our students as a whole are diverse in terms of age and geographic origin. There are students in every age category from under 18 to 65 and over (Table 8). Finally, the graduates are more diverse than our students at large as indicated in Table 9.

III.C.3 Candidate Diversity

Table 7. Candidate Diversity

	Candidates In Initial Teacher Preparation Programs (n, %)	Candidates In Advanced Preparation Programs (n, %)	All Students in the Institution (n, %)	Diversity of Geographical Area Served by Institution (n, %)
American Indian or Alaska Native	0 (0%)	NA	12 (4%)	105 (1%)
Asian	0 (0%)	NA	27 (8%)	158 (3%)
Black, non-Hispanic	4 (2%)	NA	1614 (45,0%)	10623 (20,6%)
Native Hawaiian or Other Pacific Islander	0 (0%)	NA	0 (0%)	NA
Hispanic	1 (1%)	NA	58 (1,7%)	1103 (2,1%)
White, non-Hispanic	116 (96%)	NA	1607 (47%)	40348 (76,0%)
Two or more races	0 (0%)	NA	0 (0%)	0 (0%)
Other	0 (0%)	NA	9 (1,2%)	0 (0%)
Race/ethnicity unknown	0 (0%)	NA	69 (2%)	0 (0%)
Total	121 (100%)	NA	3396 (100%)	51537 (100%)
Female	94 (78%)	NA	2133 (63%)	27109 (51,6%)
Male	27 (22%)	NA	1263 (37%)	24428 (46,4%)
Total	121 (100%)	NA	3396 (100%)	51537 (100%)

III.C.3 Student Age Diversity 2007-2008

Table 8. Student Age Diversity 2007-2008

Student Age Ranges	Full-time males	Full-time females	Full-time total	Part-time males	Part-time females	Part-time total	Total
Under 18	5	4	9	1	0	1	10 (.2%)
18-19	162	130	292	3	4	7	299 (9%)
20-21	167	150	317	11	25	36	353 (10%)
22-24	131	120	251	28	52	80	331 (10%)
25-29	80	247	327	78	166	244	571 (17%)
30-34	77	238	315	82	139	221	536 (16%)
35-39	59	165	224	43	128	171	395 (12%)
40-49	144	234	378	121	202	323	701 (21%)
50-64	35	72	107	36	56	92	199 (6%)
65 and over	0	1	1	0	0	0	1 (.03%)
Total	860	1361	2221	403	772	1175	3396

III.C.3 Diversity of Graduates

Table 9. Diversity of Graduates

Diversity Category	2006-2007	2007-2008	Total
Ethnicity:			
Non-resident aliens	9	3	12 (.7%)
Black	384	331	715 (47%)
American Indian\ Alaskan Native	2	1	3 (.2%)
Asian\Pacific Islander	9	6	15 (1%)
Hispanic	13	10	23 (2%)
White	365	381	746 (49%)
Race unknown	4	3	7 (.5%)
Total	786	735	1521 (100%)
Gender:			
Male	260	255	515
Female	526	480	1006
Total	786	735	1521

III.C.4 Diversity of Geography/Community of Origin

Field experiences are conducted at public schools with diverse student populations. Clinical Experience (Directed Student Teaching) placements are in the Cherokee County schools whose student population demographics are detailed in Table 11. The number of placements at each school during the most recent three years is included in Table 12. The Physical Education Teacher Education Program will ensure that candidates will have experiences with diverse students by placing most student teachers in a single district. The profile of that district indicates that all of its schools and most, if not all, of its classrooms are populated by students who represent the demographic makeup of the two communities it serves and the rural areas which surround them. The Cherokee County School District serves the towns of Gaffney and Blacksburg and the county in which they are located. District demographics reveal that the district as a whole is 69% white non-Hispanic, 27% black non-Hispanic, and 4% Hispanic with limited representation from students in other racial/ethnic categories. The Teacher Education Program allows candidates to request a school and grade level placement for field experiences and Directed Student Teaching, but we do not guarantee that those requests will be honored. Actual placements are determined by the Cherokee County School District, whose administrators understand the significance of prospective teachers being engaged with diverse student populations. Student teachers are regularly placed at each of the district's eighteen schools, as illustrated in Table 11.

The proximity to campus or to place of residence is a much stronger determiner of placement requests than school demographics. The least diverse and lowest-performing of the schools in Cherokee County is located within a mile of our campus. It has been a popular site over the years for field and clinical experience placements, although it has not accepted many requests for placements in the last several years because it is focused upon improving performance. Candidates are encourage to request placements in field and clinical experiences which will give them opportunities to work with diverse student populations.

The Physical Education Teacher Education Program will incorporate into required coursework opportunities for our candidates to interact with students from the most diverse schools in our district through a variety of appropriate educational experiences. As such, PE 413 Teaching School Health will have a field experience component and adding an additional hour to PE 323 Exceptional Child will be designed to include a field experience, as well.

III.C.4 Diversity of Sites for Clinical Experiences

Table 10 – Diversity of Sites for Clinical Experiences

Name of school	American Indian or Alaskan Native	Asian	Black, non-Hispanic	Native Hawaiian or Other Pacific Islander	Hispanic	White, non-Hispanic	Other	Race / ethnicity unknown	Students receiving free / reduced price lunch (student socio-economic status)	English Language Learners	Students with Disabilities
Anna Elementary			29.19%		2.95%	67.78%			68%	4.76%	5.1%
B.D. Lee Elementary		1.21%	52.4%		3.16%	41.99%			68%	3.95%	1.1%
Bachsburg Elementary			13.18%		.89%	65.7%			58%	1.26%	6.6%
Bachsburg Primary	.12%	.4%	11.0%		7%	61.4%			53%	NA	1.9%
Collier Elementary		51%	7.15%		1.25%	90.51%			40%	5%	5.1%
Draytonville Elementary			12.71%		0.6%	55.43%			57%	6.4%	4.7%
Goucher Elementary			4.64%		1.03%	94.33%			59%	1.19%	4.7%
Grassy Pond Elementary		72%	23.98%		2.4%	72.66%			35%	5.75%	1.4%
Limestone-Central Elementary		26%	37.6%		.7%	60.84%			52%	1.44%	4.5%
Luther Vaughan Elementary	.18%	55%	47.93%		19.01%	12.13%			79%	27%	9.1%
Mark Bennett Elementary	.15%		67.08%		3.22%	29.46%			86%	4%	1.7%
Northwest Elementary	.41%	31%	9.31%		3.25%	59%			50%	4.15%	4.9%
Bachsburg Middle	.19%	19%	12.65%		.13%	56.58%			51%	NA	9.4%
Ewing Middle		19%	29.93%		1.49%	60.4%			62%	1.19%	7.1%
Giffney Middle		1.03%	42.1%		5.12%	51.85%			59%	6.17%	5.9%
Glenn Middle	.12%	1.64%	29.14%		2.14%	56.87%			52%	3.47%	7.1%
Bachsburg High	.19%	19%	12.65%		.13%	56.58%			51%	NA	9.4%
Giffney High	.05%	60%	34.95%		2.03%	62.15%			48%	NA	7.1%

II.C.4 Clinical Placements at Cherokee County Schools 2005 - 2008

Table 11- Clinical Placements at Cherokee County Schools 2005-2008

Name of School	Total Number of Placements
Alma Elementary	7
B.D. Lee Elementary	11
Blacksburg Elementary	2
Blacksburg Primary	4
Corinth Elementary	12
Draytonville Elementary	7
Goucher Elementary	6
Grassy Pond Elementary	16
Limestone-Central Elementary	11
Luther Vaughan Elementary	2
Mary Bramlett Elementary	5
Northwest Elementary	8
Gaffney Middle	2
Granard Middle	1
Ewing Middle	4
Blacksburg Middle	1
Blacksburg High	4
Gaffney High	17

III.C.5 Faculty Diversity

The Limestone College full-time faculty as a whole numbered ninety-nine in the fall 2008 semester. This total includes main campus and extended campus faculty

members. Of that number, four identify themselves as Asian, nine as African-American, one as Hispanic, and eighty-five as white. Fifty-eight are male and forty-one are female.

We always seek diverse candidates for faculty positions. Advertising for faculty openings is the responsibility of the Vice-President for Academic Affairs, who advertises vacancies in *Diverse Issues in Higher Education* and in *La Noticia*. When qualified minority candidates apply, they are always interviewed and are often selected. On the one occasion during the past four years when we were able to employ a minority candidate for a unit position, we were able to retain that faculty member for only one year.

The data in Table 12 indicate that our college faculty overall is fairly diverse in terms of gender and somewhat diverse in terms of ethnicity. Our unit faculty displays diversity in terms of gender but not in terms of race or ethnicity. The school-based faculty is somewhat more diverse in terms of race and ethnicity than is our unit faculty.

All of our unit faculty members have considerable college and public school teaching experience and are sensitive to the need for candidates to develop proficiencies which will allow them to work with diverse student populations.

III.C.5 Faculty Diversity

Table 12- Faculty Diversity

Table	Prof. Ed. Faculty in Initial Teacher Preparation Programs n (%)	Prof. Ed. Faculty in Advanced Programs n (%)	All Faculty in the Institution n (%)	School-based Faculty n (%)
American Indian or Alaska Native	0	NA	0 (0%)	0 (0%)
Asian	0	NA	4 (4%)	0 (0%)
Black non-Hispanic	0	NA	9 (9%)	4 (4%)
Native Hawaiian or Other Pacific Islander	0	NA	0 (0%)	0 (0%)
Hispanic	0	NA	1 (1%)	0 (0%)
White non-Hispanic	10 (100%)	NA	95 (96%)	95 (96%)
Two or more races	0	NA	0 (0%)	0 (0%)
Other	0	NA	0 (0%)	0 (0%)
Total	11	NA	99 (100%)	99 (100%)
Female	5 (46%)	NA	41 (41%)	30 (31%)
Male	6 (54%)	NA	58 (59%)	19 (19%)
Total	11	NA	99 (100%)	99 (100%)

In conclusion, Limestone College and the Physical Education Teacher Education Program have pledged to enhancing the diversity within our institution and of offering the candidates better opportunities to prepare for teaching in the future's more diverse schools. In that spirit, the Teacher Education Program will continue to participate in Diversity Conferences with other state institutions, including Benedict College, Claflin College, Morris College and the University of South Carolina-Upstate.

III.D South Carolina Education and Economic Development Act

The South Carolina Education and Economic Development Act is taught, and then practiced, in a variety of courses. TABLE 13 indicates those classes where it is taught. All students are first exposed to the EEDA in Foundations of Education (ED 200). In the physical education area, the EEDA knowledge is tested in Issues and Trends in Physical Education (PE 453).

III.D EEDA Standards Correlation

Table 13 - EEDA Standards Correlation

EEDA Standard	Physical Education Course
Teacher Candidates will explain the career guidance process.	ED200 PE 200 PE 453
Teacher Candidates will explain the curriculum framework for the career clusters of study concept and its relevance to the Individual Graduation Plan (IGP).	ED200 PE 453
At the age-appropriate level of instruction, teacher candidates will explain the use of the career guidance standards and competencies as specified in the <i>South Carolina Comprehensive Developmental Guidance and Counseling Program Model</i> .	ED200 PE 453
Teacher candidates will identify instructional strategies that promote core values, as specified in §59-17-135, in the school community.	PE 453
Teacher candidates will use concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.	PE 314 PE323 PE413 PE 414 PE 452 PE 453
Teacher candidates will implement learning strategies that promote cooperation.	PE 314 PE323 PE413 PE 414 PE 452 PE 453
Teacher candidates will implement strategies to accommodate the needs of diverse learners.	PE 314 PE323 PE413 PE 414 PE 452 PE 453

III.E. Field and Clinical Experiences Including the Number of Hours and the Integration of ADEPT

The Program will have area specific courses which are designed to have the candidates experience academic specific areas, as well as, a wider variety of placements. The courses and required field or clinical experiences are given in Table 14.

Table 14 – Field and Clinical Experiences (Hour Requirements)

Course number	Course Name	Number of Field or Clinical hours
ED 200	Principles of Education	20
PE 200	Foundations of Physical Education	1 - 5
PE 314	Health and Physical Education in the Elementary School	30
PE 323	Exceptional Child	15
PE 413	Teaching School Health	10
PE 414	Health and Physical Education in the Secondary School	30
PE 453	Directed Student Teaching	480
PE 493	Field Experiences for Physical Education Majors*	varied

* Not required.

All physical education majors are required to take at least five courses with field experiences within each course. Principles of Education (ED 200) requires twenty hours; Foundations of Physical Education (PE 200) requires five hours of work in a public school or educational setting; Health and Physical Education in the Elementary School (PE 314) requires thirty hours in a public school setting; Exceptional Child (PE 323) requires fifteen hours in a public school or educational setting; Teaching School Health (PE 413) requires ten hours in a classroom; and Health and Physical Education for the Secondary School (PE 414) requires thirty hours in a public school setting. Additionally, Field Experiences for Physical Education Majors (PE 493) is designed to allow students off sequence or if an unforeseen acceptable event prevented candidates from completing the entire 100 hours an opportunity to have a supervised field experience in a public school setting of interest. These courses are sequential and incremental allowing the student to first work with individual students, then plan and conduct instruction for small groups before teaching the whole class.

Each physical education teacher education major goes to a different school for each field experience. Therefore, students are exposed to a variety of school settings and diversity in school populations.

After each field experience is completed, the teacher candidate's work is evaluated by the cooperating teacher and the college supervisor.

College supervisors of field experiences must meet the following criteria:

1. Have teaching experience in the public schools germane to the area of supervision.
2. Have had advanced study in professional education.
3. Have appropriate training in supervising field experiences.

Cooperating teachers for field experiences must meet the following criteria:

1. Be certified in the area of assignment.
2. Be willing to attend an orientation session provided by the College.
3. Participate in the evaluation of the Limestone College student.

Table 15 indicates the course, when the experience would traditionally take place, length of the experience, if it is a new or existing course and a brief description of the candidate's responsibilities.

Table 15 - Field and Clinical Experiences Descriptions

Course	Educational level of clinical experience	Duration of clinical experience	New or existing	Description of candidate responsibilities during clinical
PE 200	Freshman/Sophomore	5 hours	N	Observe and interview a physical educator while working with children.
PE 314	Junior/Senior	30 hours (15 hours in K-4 and 15 hours in 5-6)	E	Observe and document physical education verbalization while teaching; interview teachers concerning managerial policies; observe and document children's skill levels (k-4 and 5-6); pre-assess; implement; post assess selected teaching activity – reflect on all experiences.
PE 323	Junior/Senior	15 hours	N	Pre-assess; implement; post assess working with selected special needs individual. Reflection on all experiences.
PE 413	Junior/Senior	10 hours	N	Observe and document health education verbalization while teaching; interview teachers concerning managerial policies; pre-assess; implement; post assess selected teaching activity – reflect on all experiences.
PE 414	Junior/Senior	30 hours 15 hours in 7-8 and 15 hours in high school	E	Observe and document students' on/off task during; interview teachers concerning managerial policies; pre-assess; implement; post assess selected teaching activity – reflection on all experiences.
PE 452	Directed Student Teaching (Clinical Practice)	480	E	Lesson and long range planning; development of artifact for ADEPT portfolio.
PE 493	Senior	N/A	E	Designed to allow students to gain necessary 100 field experience hours prior to Directed Student Teaching. Assessment will be dependent on the placement.
ED 200	Sophomore	20 hours	E	Observations of students and teachers in school setting; interview with a principal. Written reflection upon observations and interview.
Total	Pre-Directed Student Teaching practicum hours	110 hours	N and E	
Total	Directed Student Teaching hours	480 hours	E	60 days @ 8 hours/day
Total	Practicum and Directed Student Teaching hours	590 hours	N and E	

Appendix C indicates how ADEPT is integrated within different classes requiring a variety of appropriate locations and how the standard is practiced and evaluated.

III.F PADEPP (Not Applicable)

III.G Pre K – 12 Academic Standards

III.G.1 Literacy Information

Candidates in Physical Education Teacher Education are required to enroll in ED 304, Teaching Reading and Writing in the Content Area. This course is a study of the reading and communication skills and strategies necessary for effective teaching in subject matter areas. This course includes instruction in ADEPT and various learning styles. The lesson plan format used in Physical Education Teacher Education methods courses (PE 314, 323, 413, 414) candidates also addresses literacy information.

III.G.2 Physical Education Teacher Education Curriculum Standards

Students in Physical Education Teacher Education are first introduced to the NASPE National Standards in Foundations for Physical Education, PE 200 (Figure 1). Teacher candidates are re-introduced to the NASPE National Standards in the Method courses and taught how to incorporate the standards into lesson (Appendix D) and unit plans (Appendix E).

Figure 1 National Standards for Physical Education

A physically educated person:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participate regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Source: NASPE Initial PETE Standards 2004.

III.G.3 Analysis of Physical Education Candidate's Learning

Candidates are evaluated on the lesson/unit plans using two rubrics. These rubrics are introduced and used in Health and Physical Education in the Elementary School (PE 314). It is the first evaluation tool used in both Clinical Experiences. The first rubric (Appendix F) is used by the instructor(s). The first page of the rubric is the evaluation of the lesson plan. The second page is the observation of the candidate teaching the lesson plan. The second rubric (Appendix G) is filled out by the teacher candidate after the teaching episode.

Candidates are also evaluated using the ADEPT Formative (Appendix H) and Summative Evaluations (Appendix I). These evaluations are also introduced in various Education and Physical Education method courses.

III.H Program Admission Requirements

Admission to the Teacher Education Program is by written application. Students seeking teacher certification must successfully complete courses in general education, professional education, and the area of specialization. Prior to the application for entrance into the Directed Student Teaching Program, students should successfully complete institutional requirements in verbal and quantitative skills.

The following steps must be completed by students seeking admission:

1. Submit passing scores on all three sections of the Praxis I. examination as required by the State of South Carolina. Praxis I. is a test of basic skills in reading, writing, and mathematics which state law requires a student to pass before being admitted to a Teacher Education Program. No student will be allowed to register for any education course numbered above ED/PE 300 or for any content area methods course until he/she submits passing scores on all three sections of Praxis I. A student may be excused from the Praxis I. requirement if he/she documents a score of 1100 or higher on the two-part Scholastic Aptitude Test, 1650 on the three-part Scholastic Aptitude Test or 24 on the American College Test.
2. Complete Education 200 with a grade of C or better. Graduates of the Teacher Cadet Program receive transfer credit for Education 200.
3. Complete 60 semester hours of college credit which appears on the advisory records with a cumulative Grade Point Ratio of 2.5 on a 4.0 scale.
4. Submit an application form and three letters of recommendation, one from a professor of general education, one from a professor in the Teacher Education Program, and one from a public school professional. The Application for Admission to the Teacher Education Program Form can be found on page 90 of the *Limestone Teacher Education Handbook*.
5. Gain approval by the faculty of the academic division of Limestone College in which the degree program is administered.
6. Gain approval by the Teacher Education Committee.

III.I Safe Schools Climate Act

The Physical Education Teacher Education Program includes a Safe Schools Climate Act component in the following courses: Health and Physical Education for the Elementary School (PE 314), Health and Physical Education for the Secondary School (PE 414), and Issues and Trends in Physical Education (PE 453). In PE 314 and 414, each course deals with the identification of bullying, harassment, and intimidation in schools. This may be done either through role playing or research. In PE 453, situations that are encountered during Directed Student Teaching will be discussed and appropriate options to help resolve these conflicts will be given. Instructors of courses requiring field experiences will assess the pre-candidate or candidate each semester using an item in the Dispositions Survey. At the end of the Directed Student Teaching experience, the cooperating teacher and the college supervisor will rate the candidate on his or her ability to maintain a safe and orderly learning environment and on his or her classroom management skills in general. (See Appendix J)

III.J Standards of Conduct

The Physical Education Teacher Education Program supports State Board of Regulation 43-58. Candidates are given appropriate published materials and each area is discussed at the student teacher workshop. State Board of Regulation 43-58 is as follows:

Pursuant to State Board of Regulation 43-58: The State Board of Education has the legal authority to deny, revoke, or suspend a certificate, or issue a public reprimand, for the following causes: incompetence, willful neglect of duty, willful violation of the rules and regulation of the State Board of Education, unprofessional conduct, drunkenness, cruelty, crime against the law of this state or the United States, immorality, any conduct involving moral turpitude, dishonesty, evident unfitness for the position for which one is employed, sale or possession of narcotics, obtaining or attempting to obtain a certificate by fraudulent means or through misrepresentation of material facts, failure to comply with the provisions of a contract without the written consent of the local school board, test security violation, failure to comply with a court order for child support, and failure for a second time to complete successfully the formal evaluation process as an annual contract teacher.

The State Board of Education may impose any one of the following disciplinary actions on an educator certificate: permanent revocation; revocation with the right to reapply after three years, suspension for a specified period of time; suspension for a specified period of time, upon satisfaction of certain conditions such as drug or alcohol testing, counseling, or treatment; psychiatric testing, counseling, or treatment; or other conditions appropriate to the facts of the case; public reprimand.

43-58.1, Other states, the media, and individual complaint: Once the Department of Education learns of conduct that may constitute just cause for disciplinary action, the Department will notify the educator of pending disciplinary action and of the educator's right to a hearing. The educator has fifteen days from the receipt of the notice to make a written request for a hearing.

If the educator fails to request a hearing within this time frame, he or she will waive the right to a hearing and the State Board may impose disciplinary action based on the information presented by the Department.

If the educator requests a hearing, a hearing will be conducted before the Board or a hearing officer, pursuant to State Board of Education Rule BCAF, Procedures for Educator Certification Hearings.

South Carolina educators have had disciplinary action taken on their certificates for pursuing a personal, inappropriate relationship with a student; touching a student inappropriately; engaging in a physical altercation with a student; supplying alcohol or drugs to a student; using a school computer to view or download pornography; sending or receiving prurient e-mails; violating test security; violating state or federal laws involving drugs or alcohol or other illegal behavior; embezzling public funds; committing breach of trust; and breaching a teaching contract.

Applicants for certification in South Carolina have had their applications for certification denied because they have serious criminal records and, in some cases, failed to fully disclose their criminal records.

Notice of the denial, suspension or revocation of an educator's certificate is sent to all districts in South Carolina and to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse. Notice of a public reprimand is sent only to the school districts.

The process for taking disciplinary action on an educator certificate:

The Department of Education may learn of possible grounds for disciplinary action on an educator certificate from a school district superintendent pursuant to State Board of Education Regulation.

—Dr. Jim Rex, Superintendent of Education

IV. NCATE and NAPE Standards

IV. A. Context

IV.A.1 Description of any state of instructional policies that may influence that application of AAHPERD/NASPE standards

The mission of Limestone College is to educate students from diverse backgrounds in the liberal arts and selected professional disciplines. In a nurturing, supportive environment based on Christian ideals and ethical principles, students are challenged to become critical thinkers and effective communicators who are prepared for responsible citizenship, successful careers, and graduate studies. The College's faculty and staff, academic and co-curricular programs, financial resources, and support services are dedicated to an educational climate that upholds high academic standards and foster respect for learning and beauty, creativity and hard work, tolerance and personal integrity, vigorous activity and spiritual reflection.

The Physical Education Teacher Education Program at Limestone was developed using the South Carolina State Department of Education (SDE) standards that extend beyond, but align with, the AAHPERD/NASPE standards (Appendix K). The state standards are intended to assure that teacher education programs provide teacher candidates with the preparation they need to teach effectively and to guide K-12 students in meeting the state academic curriculum standards that the teacher candidates (a) possess the knowledge, skills and dispositions to integrate the EEDA (Education and Economic Development Act) standards, (b) possess the knowledge, skills and dispositions to identify and prevent bullying, harassment, and intimidation in the schools, and (c) integrate the South Carolina ADEPT (Assisting, Developing, and Evaluating the Performance of Teachers) standards throughout field/clinical experiences.

The mission of the Physical Education Teacher Education Program at Limestone College is the preparation of undergraduate candidates for initial certification as educators who are particularly enlightened by their backgrounds in the liberal arts and who are specifically prepared and professionally motivated to share their enlightenment with the communities they serve. The goal of "Developing Enlightened Educators" is the guiding concept for the design of each of the Programs within the Teacher Education Program at Limestone College. It serves as the foundation for course design, clinical practice, and the assessment for all the initial certification programs. The framework establishes a relationship across programs among standards in curriculum, instruction, field experiences, clinical practice, and assessment. It is shared with the professional community and input from those stakeholders is part of the decision making process for all programs.

VI. A.2 Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/week for clinical.

The Limestone Physical Education Teacher Education Program will have sequential and significant field experiences integrated in the curriculum (Table 16). Candidates are given ample opportunities to observe and evaluate physical education and classroom educators in a variety of settings. The candidate will have completed a minimum of 100 hours prior to Directed Student Teaching. The experiences are scheduled in a variety of school and other appropriate settings. The settings are chosen for a variety of strengths including, but not limited to, effective classroom management, positive role models, use of technology, and expertise in content area. Great effort is given for students to gain experience in a rural, suburban and inner city school setting. The Directed Student Teaching in Physical Education is a 480-hour experience (60 days @ 8 hours/day). Candidates are placed in two different settings, elementary and secondary. Upon completion of the Program, the teacher candidate's total field experience hours, including clinical hours will be a minimum of 590.

Table 16 – Field and Clinical Experiences in the PETE Program.

Course	Educational level of clinical experience	Duration of clinical experience	New or existing	Description of candidate responsibilities during clinical
PE 200	Freshman/Sophomore	5 hours	N	Observe and interview a physical educator while working with children.
PE 314	Junior/Senior	30 hours (15 hours in K-4 and 15 hours in 5 – 6)	E	Observe and document physical education verbalization while teaching; interview teachers concerning managerial policies; observe and document children's skill levels (k-4 and 5-6); pre-assess; implement; post assess selected teaching activity – reflect on all experiences.
PE 323	Junior/Senior	15 hours	N	Pre-assess; implement; post assess working with selected special needs individual. Reflection on all experiences.
PE 413	Junior/Senior	10 hours	N	Observe and document health education verbalization while teaching; interview teachers concerning managerial policies; pre-assess; implement; post assess selected teaching activity – reflect on all experiences.
PE 414	Junior/Senior	30 hours 15 hours in 7-8 and 15 hours in high school	E	Observe and document students' on/off task during; interview teachers concerning managerial policies; pre-assess; implement; post assess selected teaching activity – reflection on all experiences.
PE 453	Directed Student Teaching	480	E	Lesson and long range planning; development of artifact for ADEPT portfolio.
PE 493	Senior	N/A	E	Designed to allow students to gain necessary 100 field experience hours prior to Directed Student Teaching. Assessment will be dependent on the placement.
ED 200	Sophomore	20 hours	E	Observations of students and teachers in school setting; interview with a principal. Written reflection upon observations and interview.
Total	Pre-Directed Student Teaching practicum hours	110 hours	N and E	
Total	Directed Student Teaching hours	480 hours	E	60 days @ 8 hours/day
Total	Practicum and Directed Student Teaching hours	590 hours	N and E	

IV.A.3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

The Teacher Education Program at Limestone College has set the following requirements for admission to the Teacher Education Program. The Physical Education Teacher Education Program will follow these requirements.

1. Submit passing scores on the Praxis I Series as required by the State of South Carolina. Praxis I is a test of basic skills. According to state law, a student must pass this test before being admitted to the Teacher Education Program. All students, even college graduates, must pass Praxis I or have acceptable ACT or SAT scores, to be admitted to the Program.
2. Successfully complete Education 200. Graduates of the Teacher Cadet Program receive transfer credit for Education 200.
3. Complete 45 semester hours of college credit with a cumulative Grade Point Ratio of 2.5 on a 4.0 scale.
4. Submit with the application three letters of recommendation or reference forms, one each from a professor of general education, a professor in education, and a public school professional.
5. Gain approval by the faculty of the academic division of Limestone College in which the degree program is administered.
6. Gain approval by the Teacher Education Committee.

Admission to Directed Teaching requires the following:

After admission to the Teacher Education Program, the student must submit a written application to his/her academic division and to the Teacher Education Committee for approval to student teach. Elementary, secondary, and K-12 majors must complete all methods courses, all professional education courses, and all content area required courses prior to the semester of Directed Student Teaching. Students must receive the grade of "C" or better in all professional education and area of specialization courses. The Directed Student Teaching application form is provided on page 93 of the *Teacher Education Handbook*.

Candidates may submit requests for specific school and grade level Directed Student Teaching placements. These requests will be considered, but students are not assured placements at the schools or grade levels they request. Directed Student Teaching assignments are made within the Cherokee County School district. Candidates will be placed outside the district only when there is no placement available which is suitable to the College and to the school district. Candidates will not be placed in schools where a conflict of interest may exist. For example, they will not be placed in schools where a relative is employed. The Assistant Superintendent of Cherokee County Schools works with principals and teachers to assign candidates to appropriate Directed Student Teaching placements.

The Teacher Education Committee will review applications for entrance into Directed Student Teaching. If students do not receive favorable recommendations from the committee and/or from the specific division, they will be unable to student teach until deficiencies are eliminated. In some cases, students may be advised to pursue a degree in another area.

Once the student has been approved to student teach, he/she must pass the specific Praxis II content area examinations required by the state of South Carolina and the appropriate Praxis Principles of Learning and Teaching examination prior to the submission deadline. The student must designate Limestone College as a score recipient on all Praxis examination applications. Application forms and details about specific

deadlines for applications and score submissions can be found on pages 43 of the *Handbook*.

Prior to the deadline, students must complete an electronic fingerprint scan and submit to the Director of Teacher Education the completed South Carolina Application for Educator certificate, a check for the application fee payable to the South Carolina Department of Education and a copy of the Social Security card.

Requirements for Program Completion and Licensure

The state of South Carolina and Limestone College requires the following:

After successfully completing Directed Student Teaching, the candidate must schedule an exit interview with the Director of Teacher Education to finalize the certification application process. The Verification Forms for South Carolina or North Carolina initial teacher certification cannot be completed until all of the processes listed below are finished and properly documented.

Prior to graduation:

- The application for a degree must be completed and submitted to the Registrar's Office.
- The College Supervisor must submit the following completed documentation to the Director of Teacher Education:
 1. The 60-day attendance form
 2. *The ADEPT Mid-term and Final Conference Forms*
 3. The midterm and final ADEPT written evaluations for each performance standard from the college supervisor and the cooperating teacher
 4. The College Supervisor's Evaluation of the Cooperating Teacher and the ADEPT Process
 5. The Directed Student Teaching Portfolio Evaluation form
 6. The record of the College Supervisor's visits
 - The Cooperating Teacher's Evaluation of Limestone College's Directed Student Teaching Program must be submitted directly to the Director of Teacher Education.
 - The candidate must submit the following completed documentation to the Director of Teacher Education.
 1. Completed SC State Department of Education Request for Transcript
 2. Blank Institutional Verification Form
 3. Completed Survey of Student Teachers

Transfer students must also request transcripts from any previous institution(s) they have attended and submit them directly to the State Department of Education. A candidate cannot be recommended for certification until all forms are on file and all required courses are completed.

IV. A.4 Description of the relationship of the program to the unit's conceptual framework

The mission of Limestone College is to educate students from diverse backgrounds in the liberal arts and selected professional disciplines. In a nurturing, supportive environment based on Christian ideals and ethical principles, students are challenged to become critical thinkers and effective communicators who are prepared for responsible citizenship, successful careers, and graduate student. The College's faculty and staff, academic and co-curricular programs, financial resources, and support services are dedicated to an educational climate that upholds high academic standards and foster respect for learning and beauty, creativity and hard work, tolerance and personal integrity, vigorous activity and spiritual reflection.

Limestone expects its students to be concerned with two closely related types of development: that of the productive citizen and that of the person working toward intellectual maturity and self-awareness. Limestone College values excellent teaching and close student-faculty relationships which promote active learning and cultivate intellectual curiosity. Students are challenged to display respect for other individuals and cultures and to develop their own moral sensitivity, personal creativity, and emotional stability. Limestone strives, in all its dealings to exemplify compassion, civility, and a sense of justice. The College respects religious liberty and is committed to the sponsorship of an environment consistent with the institution's non-denominational Christian heritage.

The mission of the Teacher Education Program at Limestone College is the preparation of undergraduate candidates for initial certification as educators who are particularly enlightened by their backgrounds in the liberal arts and who are specifically prepared and professionally motivated to share their enlightenment with the communities they serve. The goal of "Developing Enlightened Educators" is the guiding concept for the design of each of the programs within the Teacher Education Program at Limestone College. It serves as the foundation for course design, clinical practice, and the assessment for all the initial certification programs. The framework establishes a relationship across programs among standards in curriculum, instruction, field experiences, clinical practice, and assessment. It is shared with the professional community and input from those stakeholders is part of the decision making process for all programs.

IV.A.5 Indication of whether the program has a unique set of program assessments and their relationship to the unit's assessment system.

In an effort to authentically assess candidates and the Program, Limestone College, the Teacher Education Program, and the Physical Education Teacher Education Program utilize an assessment system characterized by multiple evaluations: including "formal" (standardized test score data, performance on course examinations, skill and fitness testing, GPA); and "less formal" measures (letter of recommendation, student statements of educational philosophy, performance on teacher-made tests) and the candidates compiled portfolio. Instructors model for candidates both traditional formal assessments (pen and pencil tests, standardized, norm-referenced measures and alternative assessment techniques such as non-graded assignment, holistic scoring of

writing, use of rubrics, writing/reading conferences, reflection logs, and portfolio assessment). Instructors model use of these techniques in the teaching of physical education, the development of creative students' abilities, and the development of candidates' problem solving abilities. The Teacher Education Program at Limestone College uses Livetext® assessment system. For consistency, the Physical Education Teacher Education Program uses basically the same instruments during Directed Student Teaching. These instruments are based on the overall unit's conceptual framework plan, required dispositions for teaching, portfolio requirements and rubrics, and the ADEPT evaluation system. The only difference that the Physical Education Teacher Education Program has initiated is the use of Teacher Work Samples. All teacher education programs continue to evaluate the assessments, revise and adapt based on how well the assessments are serving the programs and the unit. The Physical Education Teacher Education Program has developed/adapted its own content-area Student Performance Evaluation based on the 2008 NASPE Standards.

IV.A.6 Courses and Descriptions for Physical Education Teacher Education Major (does not include all General Education Requirements)

Courses have been designed to align to NASPE standards and prepare candidates to apply the South Carolina Standards in their curriculum design and practice. Due to length the course descriptions and complete program outlines are found in Appendices K and L.

IV.A.7 Candidate Information

Limestone College has recently had a Physical Education Teacher Education Program. The following chart indicates the enrollment in the Program for the last completers. This indicates there is an interest in this Program that will continue to grow (Table 17).

Table 17. Enrollment for previous Program

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers (4)
2008 - 2009	8	6
2007 - 2008	11	4
2006 - 2007	10	3

(4) NCATE uses the Title II definition for Program Completers. Program Completers are persons who have met all the requirements of a state-approved teacher preparation program. Program Completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

IV. A.8 Faculty Information

Appendix N shows those currently employed at Limestone College. The faculty/staff will have administrative or teaching responsibilities in the Physical Education Teacher Education Program.

IV.B. List of Assessments (Table 18)

Table 18 – List of Assessments

	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
1	[Licensure assessment, or other content-based assessment]	PRAXIS II, PLT State licensure tests	Semester prior to Clinical Experience
2	[Assessment of content knowledge in physical education]	Grade Point Average in Professional Courses	Prior to Clinical Experience
3	[Assessment of candidate ability to plan and implement instruction]	Lesson Plans, Unit Plans, Teacher and Teacher Candidate Rubrics	Before and during Clinical Experience
4	[Assessment of internship or clinical experiences]	Clinical Supervision and ADEPT portfolio	At conclusion of Clinical Experience, both placements
5	[Assessment of candidate effect on student learning]	Teacher Work Sample	Before and during Clinical Experience
6	Additional assessment that addresses AAHPERD/NASPE standards (<i>required</i>)]	Skill and Fitness Testing	Prior to and during clinical Experience

IV.C Relationship of Assessments to Standards (Table 19)

Table 19 – Relationships of Assessments to Standards

AAHPERD/NASPE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>Standard 1: Scientific and Theoretical Knowledge <i>Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.</i></p> <p>Elements – Teacher candidates will:</p> <p>Element 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.</p> <p>Element 1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.</p> <p>Element 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.</p> <p>Element 1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.</p> <p>Element 1.5 Analyze and correct critical elements of motor skills and performance concepts.</p>	<p>X#1 X#2 X#3 <input type="checkbox"/>#4</p> <p><input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>Standard 2: Skill and Fitness Based Competence*</p> <p><i>Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.</i></p> <p>*Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight training programs, exercise logs, etc.).</p> <p>Elements – Teacher candidates will:</p> <p>Element 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.</p> <p>Element 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.</p> <p>Element 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.</p>	<p><input type="checkbox"/>#1 x #2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p><input type="checkbox"/>#5 X#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p>46</p>

Standard 3: Planning and Implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Elements – Teacher candidates will:

Element 3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

Element 3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.

Element 3.3 Design and implement content that is aligned with lesson objectives.

Element 3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.

Element 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

Element 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

Element 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

☐ #1 ☐ #2 x #3 x #4
x #5 ☐ #6 ☐ #7 ☐ #8

Standard 4: Instructional Delivery and Management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Elements – Teacher candidates will:

Element 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

Element 4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

Element 4.3 Provide effective instructional feedback for skill acquisition, student learning, and

☐ #1 ☐ #2 x #3 x #4
x #5 ☐ #6 ☐ #7 ☐ #8

<p>motivation.</p> <p>Element 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.</p> <p>Element 4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.</p> <p>Element 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.</p>	
<p>Standard 5: Impact on Student Learning</p> <p><i>Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.</i></p> <p>Elements – Teacher candidates will:</p> <p>Element 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.</p> <p>Element 5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.</p> <p>Element 5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 x #4</p> <p>x #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>Standard 6: Professionalism</p> <p><i>Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.</i></p> <p>Elements – Teacher candidates will:</p> <p>Element 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.</p> <p>Element 6.2 Participate in activities that enhance collaboration and lead to professional growth and development.</p> <p>Element 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.</p> <p>Element 6.4 Communicate in ways that convey respect and sensitivity</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 x #4</p> <p><input type="checkbox"/> #5 x #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>

IV.D Evidence for Meeting Standards

1. Content Knowledge – Praxis II and PLT

PETE candidates must pass Praxis II 0091 (Content) and 0093 (Video), as well as, Principles of Learning and Teaching. The Physical Education Teacher Education can choose the grade level for the PLT. Passing scores are given below.

Praxis II: Subject Assessments/Specialty Area Tests		
<u>Area of Certification</u>	<u>Required Specialty Examination</u>	<u>Passing Score</u>
Physical Education	Physical Education: Content Knowledge (0091)	146
	Physical Education: Movement Forms– Video Evaluation (0093)	160

Principles of Learning and Teaching		
<u>Area of Certification</u>	<u>Required Examination</u>	<u>Passing Score</u>
K-12 Certificates	Select one of the following three tests: (0522, 0523, or 0524)	165

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.

Passing scores on the Praxis II exams are evidence for meeting NASPE Standards 1 – 6.

Alignment of Praxis II (0091 and 0093) to NASPE standards

Table 20 – Praxis II Physical Education (0091)

The chart below aligns the four content categories in the Praxis II Physical Education (0091) with specific elements under Standards 1, 2, 3, 4, 5, and 6. These categories provide evidence for the meeting of the knowledge (describe) component of these elements.

PRAXIS II – Content Knowledge (0091)

Test Question Category	Elements	Percentage of Questions on Test	Descriptors of Test Items in by Section
I. Content Knowledge and Student Growth and Development	Core Concepts: 1.1, 1.3, 1.4, 1.5, 2.3	30%	Core Concepts: Terminology, principles, concepts, and application of basic sciences; principles of biomechanics and kinesiology; Movement concepts; Exercise physiology; anatomy and physiology, current and historical trends, issues, and developments; rules, strategies, skills, techniques

	Student Growth and Development: 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 6.1, 6.2, 6.3		and concepts; liability and legal considerations; effects of substance abuse on student performance, health, and behavior Student Growth and Development: Sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages; monitoring of individual and group performance to design safe instruction; developmental readiness to learn and refine motor skills and movement patterns; perception in motor development; appropriate and effective instruction related to students' cultures and ethnicities, values, family structure, home environments, and community values; use of appropriate professional support service and resources to meet students' needs.
II Management, Motivation, and Communication	Management and motivation: 3.4, 4.3, 4.4, 4.5, 4.6 Communication:	25%	Management and motivation: principles of classroom management that create effective learning experiences; psychological and social factors that affect individual and group learning, participation, cooperation, and performance; organization, allocation, and management of resources to provide active and equitable learning experiences; motivation of students both in and out of the school; promoting of positive relationships, personal and social behaviors and a productive learning environment; development and use of an effective behavior management plan Communication: Effective verbal

	3.7, 4.1, 4.2 4.3 6.1, 6.2, 6.3		and nonverbal communication skills; specific appropriate instructional feedback; communication of classroom management and instructional information in a variety of ways; communication in ways that show respect and consideration for students, colleagues and parents
III. Planning, Instruction, and Student Assessment	Planning and Instruction: 1.4,3.2,3.3,3.4,3.5, 3.6, 3.7,4.2, 4.3, 4.6	25%	Planning and Instruction: Teaching skillful movement, physical activity and fitness; sequencing of motor skill activities and use of movement concepts and effective strategies to improve learning in activities and improve skill development; Provision of feedback; activities designed to improve health-related and skill- related fitness; current issues, trends and laws affecting the choice of activities; identification, development and implementation of appropriate program and instructional goals and objectives; development of unit and lesson plans based on local, state, and national standards, program goals, instructional goals and students' needs; Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, students' needs, safety concerns, facilities and equipment, and instructional models; use of teaching resources and curriculum materials to design learning experiences; explanations, demonstrations, and appropriate instructional cues and prompts to link physical activity concepts to learning experiences and to facilitate motor skill performance; Use of teaching resources and curriculum

	<p>Student Assessment 5.1, 5.2, 5.3</p>		<p>materials to design learning experiences; explanation, demonstrations, and appropriate instructional cues and prompts to link physical activity concepts to learning experiences and to facilitate motor skill performance; general and specific safety and injury prevention guidelines for planning of movement and fitness activities.</p> <p>Student Assessment: Assessment of student skill performance and fitness via a variety of tools; gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques; understanding of fitness assessments types of assessments and assessment methods; validity, reliability, bias and ways of interpreting assessment results; appropriate assessment techniques to assess and improve students' understanding and performance, provide feedback, communicate student's progress, guide students' personal goal setting, and guide curricular and instructional decisions; involvement of students in self-assessment and peer assessment; appropriate assessment of students with disabilities; referral procedures under the IDEA Act and Section 504.</p>
IV. Collaboration, Reflection, and Technology	<p>Collaboration: 3.7</p>	20%	<p>Collaboration: Current educational issues that cross subject matter boundaries; integration of knowledge and skills from multiple subject areas; establishment of productive relationships to support student growth and well-being with school colleagues and administrators, parents and</p>

	<p>Reflection: 5.3, 6.2</p> <p>Technology: 3.7</p>	<p>guardians, community members, and organizations; promotion of a variety of opportunities for physical activity in the school and the community.</p> <p>Reflection: Use of the reflective cycle to facilitate change in the teacher performance, student learning and instructional goals and decisions; use of available resources to develop and grow as a reflective professional.</p> <p>Technology: Design, development, and implementation of student learning activities that integrate information technology; use of technologies to communicate, instruct, assess, keep records, network, locate resources, present information, and enhance professional development.</p>
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About the Test (from the ETS Praxis Series Website): "The Content Knowledge test in Physical Education is designed to measure the professional knowledge of prospective teachers of physical education in elementary through senior high schools. The test assesses whether an examinee has the knowledge and competencies necessary for a beginning teacher." The 120 multiple-choice questions cover knowledge of fitness, fundamental movements, and sports that comprise the content of physical education classes; knowledge of areas in the natural and social sciences that provide the foundation for teaching these activities; and knowledge of crucial topics in health and safety. Knowledge of these subject areas enables teachers to understand the nature and purpose of the activities in the physical education curriculum; to evaluate and interpret the physical characteristics and performances of students in physical education classes; and to make decisions about the ongoing conduct of physical education classes and the needs of students in those classes. Questions will test knowledge of essential facts, including the meaning of terms and placement of content element in proper categories; understanding of relationships between and among areas of content; and the ability to apply concepts appropriately.

PRAXIS II – Physical Education: Movement Forms – Video Evaluation (0093)

Table 21 – Praxis II Physical Education Movement Forms – Video Evaluation (0093)

The chart below aligns the two categories in the Praxis II Physical Education: Movement Forms (0093) with specific elements under Standards 1.

Test Question Category	Elements	Percentage of questions on Test	Descriptor of Test Items
Motor skill performance and fitness	1.1, 1.2, 1.3, 1.5	50%	Identify critical features in the performance of movement forms and exercises, and describe appropriate ways to communicate with individual performers about the ways of changing and/or improving their performance
Fitness	1.1, 1.2, 1.3, 1.5	50%	Identify critical features in the performance of movement forms and exercises, and describe appropriate ways to communicate with individual performers about the ways of changing and/or improving their performance

About the test (ETS Praxis Series Website): The Movement Forms – Video Evaluation test is designed to assess how well a prospective teacher of physical education can identify critical features in the performance of movement forms and exercises, and describe appropriate ways to communicate with individual performers about ways of changing and/or improving their performance. The test also assesses the ability of the prospective teacher of physical education to identify unsafe aspects of movement and exercise performance. The test is intended for both men and women who plan to teach physical education from Kindergarten through grade 12.

3. A brief analysis of the data findings; N/A

4. An interpretation of how that data provides evidence for meeting standards;

Data will be disaggregated by sub-scores for each cohort of program completers to more accurately use the data for program improvement according to NASPE standards.

2 CONTENT KNOWLEDGE - Grades

1. The physical education teacher education candidates are required to maintain a 2.5 GPA in each content concentration and earn a 'C' grade or better in each content concentration course and a "B" or better in selected activity classes through the time they graduate from Limestone College. Grading standards are in Appendix O.
2. These content courses have been correlated to the South Carolina Academic Standards for Physical Education by Program faculty.
3. This assessment is aligned with Standards #1, #2, #3, #4 and #6. The courses selected are a part of the Program, but are below the 300 level. The follow table indicates the courses selected and the alignment to NASPE standards. These classes are not exclusively in the Physical Education Teacher Education Program. Advising sheet for the teacher candidates is located in Appendix B. Limestone College grade policy is located in Appendix O. The courses are highlighted in Appendix P.

4. An interpretation of how that data provides evidence for meeting standards;

Data will be disaggregated by the grade distributions and mean course grades for the teacher candidates in the selected courses. Data is not currently available.

Table 22 Alignment with NASPE standards

Course Name and Number	NASPE Standard Addressed by Course	Brief Description of How the Course Meets Cited Standards (f course title is unclear)
Introduction to Psychology - PS 101	1.2	
Human Growth and Development - PS 204	1.2	
Human Anatomy - BI 205	1.1,1.2,1.3,1.5	
Human Physiology - BI 206	1.1,1.2,1.3,1.5	
Principles of Education - ED 200	1.4,6.1,6.2,6.3	
Multimedia in the Classroom - ED 209	3.7,4.1	
Swimming and Water Safety PE 131	2.1,2.2,2.3	
Recreational Dance - PE 132	2.1,2.2,2.3	
Tumbling and Gymnastics - PE 133	2.1,2.2,2.3	
Foundations of Physical Education - PE 200	1.4,2.2, 6.1, 6.2,6.3	
Personal and Community Health - PE 201	2.2	
First Aid and		This does not address a

Cardiopulmonary Resuscitation - PE 202		NASPE standard; however it is an important area in physical education.
Net Games – PE 217	1.5,2.1,2.2,2.3	
Team Sports I – PE 218	1.5,2.1,2.2,2.3	
Team Sports II – PE 219	1.5,2.1,2.2,2.3	

#3 PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS – Lesson/Unit plans; teacher and teacher candidate rubrics

1. The Physical Education Teacher Education candidates are required to produce lessons (Appendix D) and unit plans (Appendix E) to be used in various settings. These setting include peer and all field based/clinical practice experiences in the K-12 setting. The teacher candidate is directed to produce a minimum of two lesson and unit plans in PE 314, Health and Physical Education for the Elementary; PE 323 Exceptional Child; PE 413 Teaching School Health; PE 414, Health and Physical Education for the Secondary. In PE 452, Directed Student Teaching (Clinical Practicum), candidates are expected to have lesson plans for every lesson taught. The unit plans are assessed to ensure they contain developmentally appropriate scope and sequence, listing of standards to be taught (located at the top of the unit plan and where it will be taught in the corresponding box. The lesson plan which is selected to be observed is evaluated by the instructor 24 hours in advance and prior to the actual teaching episode using the first page of the Teacher Rubric (Appendix F). The second part is used to evaluate the teacher candidate during the teaching episode. At the completion of the teaching episode, the teacher candidate is required to reflect on the teaching episode and complete the candidate's teaching rubric (Appendix G). All results are shared with the teacher candidate upon the completion of the teacher candidate's rubric.
2. The lesson plan format was designed to address Standards # 3 Planning and implementation; #4 Instructional Delivery and Management; and #5 Impact on Student Learning. The teaching rubric was designed to evaluate the lesson plan (Standards # 1 Scientific and Theoretical Knowledge; #3 Planning and Implementation), the actual teaching episode (Standards # 3 Planning and Implementation; #4 Instructional Delivery and Management; and #5 Impact on Student Learning) and, with the addition of the candidate's teaching rubric, the post impact of the lesson (Standards #5.3 Impact on Student Learning). The rubrics are compared and results are discussed to address any unacceptable elements.
3. A brief analysis of the findings is currently not available.
4. The data from these areas may result in a change in the unit or lesson plan formats, the rubrics and standards addressed, and a judgment about whether the evaluation process needs to be expanded.

#4 Pedagogical and Professional Knowledge, Skills, and Dispositions – Clinical Supervision and ADEPT portfolio

1. In addition to the daily oral feedback by the cooperating teacher and the eight observations by the university supervisor (at the elementary and upper-level), two formative evaluations are completed by the cooperating teacher(s), and two summative evaluation are completed in a final conference that includes the candidate, the university supervisor and the cooperating teacher(s). The Formative Evaluation Forms (Appendix H) are completed approximately one-third and two-thirds of the way through Directed Student Teaching (Clinical Practice), and the Summary Assessment Form (Appendix I) is completed during the final two weeks of the placement.

The Formative assessment is comprised of observation notes which are then discussed with the teacher candidate. The Summative assessment form is scored 3 for Target, 2 for Acceptable, 1 for Unsatisfactory, and 0 for Unsatisfactory. Please note: this is the format used by the Teacher Education Unit. The Physical Education Teacher Education will use this format. The rubric is the same as those for the portfolio evaluations. Assessment is intended to be cumulative, showing progress in selected standards at each point until mastery is demonstrated in all standards by the time the Summary Assessment is completed. The formative assessments are used to determine continued satisfactory progress in Directed Student Teaching (Clinical Practice), and the summative assessment is used to determine a final pass/fail grade in Directed Student Teaching (Clinical Practice).

The Physical Education teacher candidates are required to create a professional portfolio through which they demonstrate mastery of 4 domains of teaching and learning which incorporate 10 performance standards. These domains and standards are:

Domain I: Planning

APS1: Long-range / Unit Planning

APS2: Short-range / Lesson Planning

APS3: Assessment

Domain II: Instruction

APS5: Instructional Strategies

APS6: Teaching Content to Students

APS7: Monitoring Student Learning

Domain III: Classroom Environment

APS8: Maintaining a Classroom Environment that Promotes Learning

APS9: Classroom Management

Domain III: Professional Development

APS10: Personal and Professional Development

The Physical Education teacher candidates are required to pass three checkpoints on their professional portfolio. The initial assessment of the portfolio occurs in PE 314 Health and Physical Education in the Elementary School or PE 414 Health and Physical Education for the Secondary Schools and is evaluated by the course instructor. At this stage of progression through

the Program, candidates must submit evidence (one or two pieces per performance standard represented) with accompanying rationale statements for a minimum of four (4) ADEPT performance standards, one from each Domain. Each performance standard submitted must meet, at a minimum, the “satisfactory” rating. The second checkpoint is completed the semester prior to the candidates registering for Directed Student Teaching. At that time, candidates must submit evidence (one or two pieces per performance standard represented) with accompanying rationale statements for all ten (10) ADEPT performance standards. Each performance standard submitted must meet, at a minimum, the “satisfactory” rating. Strengths and weaknesses will be identified and discussed. Specific recommendations for improvement will be made as deemed appropriate. The final checkpoint comes during the directed teaching semester. At that time, candidates must submit two pieces of evidence (one focused at the elementary level and one focused at the secondary level) per performance standard represented with accompanying rationale statements for the four (4) Domains and all ten (10) ADEPT performance standards. All 4 domains and all ten performance standards must meet, at a minimum, the “satisfactory” rating. This is a requirement for Program completion. Strengths and weaknesses will be identified and discussed. Specific recommendations for improvement will be made as deemed appropriate. The final evaluation is “graded” in PE 453 – Issues and Trends in Physical Education. Students will not graduate until all weaknesses are improved to satisfactory level.

2. The physical education teacher candidates are evaluated formative (Appendix H) and summative in the ten performance standards of ADEPT (Appendix I). Using this model prepares them for the state personnel teacher evaluation instrument. This assessment is used for Standards #3, Planning and Implementation; #4, Instructional Delivery and Management; and #5, Impact on Student Learning.

#5.Effects on Student Learning – Teacher Work Samples (TWS)

1. The Physical Education teacher education candidates are required to complete one assigned TWS (Figure 14) in their field hours in PE 314 – Health and Physical Education in the Elementary School; PE 414 – Health and Physical Education in the Secondary School and complete all eight in SPED 453 - Issues and Trends in Physical Education. The Teacher Work Samples consist of the following topics: Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction, Classroom Environment, Instructional Decision Making, Analysis of Student Learning, Reflection and Self-Evaluation.
2. The TWS is aligned with Standards # 3 Planning and Implementation; # 4, Instructional Delivery and Management; # 5, Impact on Student Learning; and #6 Professionalism. The teacher candidates are required to address each TWS in the PE 453 clinical. Expectations, focus of the report, a grading rubric and point system for evaluation are given.

See Appendix Q.

#6 Additional assessments that addresses AAHPERD/NASPE standards – Skill and Fitness testing

1. Teacher candidates will be required to have a well-rounded exposure to a variety of skills and activities. The teacher candidates are required to take PE 131, Swimming; PE 132, Recreational Dance; PE 133, Tumbling and Dance; PE 217, Net Games; PE 218, Field and Court I; and PE 219, Field and Court II to address Standard 2, elements 2.1 and 2.3.

During PE 200, Foundations of Physical Education, and again in either PE 314 – Health and Physical Education for the Elementary School or PE 414 – Health and Physical Education for the Secondary School (this is dependent on which class is being taught prior to Direct Student Teaching (Clinical Practice) the teacher candidates will be assessed using Fitnessgram®. If the teacher candidate does not meet the appropriate fitness level at the initial testing in PE 200, the teacher candidate will be required to take additional classes to meet required level (PE, 130 – Yoga; PE 134 – Weight Training or PE 139 – Aerobic Conditioning) until a minimum of competencies and fitness level have been met. If during the re administration of the fitness test results indicates that the teacher candidate has not maintained a level of fitness to meet the fitness requirement, additional fitness requirements will be added to PE 453 – Issues and Trends in Physical Education.

2. Skill competencies in PE 131, 132, and 133 will be determined by the teacher candidate receiving a B or higher in the class. PE 217, 218, 219 will be assessed using the South Carolina Physical Assessment Program, using either High or Middle School Assessments (some activities that are being offered are not included in the High School assessments; therefore the Middle School Assessments will be utilized).

The Fitnessgram® will be administered to address Standard 2, element 2.2. The proposed acceptable fitness level is currently being discussed in the department. For the initial testing, the High School acceptable Fitnessgram® standards will be used. The final acceptable levels for the five components will be determined after the pilot testing occurs in the spring of 2010.

The catalog description is as follows:

PHYSICAL EDUCATION/TEACHER EDUCATION

The Physical Education Teacher Education major trains students to become physical educators consistent with appropriate standards provided by National Association for Sport and Physical Education (NASPE). Graduates of the Program are eligible for licensure by the state of South Carolina as a K-12 Physical Education teacher.

The Physical Education Teacher Education major consists of 45 hours in the General Education; nine hours in Education; fifty-eight hours in the Physical Education professional area, and ten hours in the Supplemental Courses.

PHYSICAL EDUCATION TEACHER EDUCATION MAJOR

A. General Education

English 101, 102, 105, and 201w

Philosophy or Religion (3 hours required)

Art 240, Music 204 or any foreign language

History 110 or 111 and 112 or 113 (6 hours required)

Psychology 101 and 204

Biology 101, 205

Computer Science 102

Mathematics 110w

Interdisciplinary Studies 100

Note: required physical activity classes are included in the professional program

B. Education Courses

ED 200, ED 304, and ED 310

C. Physical Education professional area

PE 131, 132, 133, 200, 201, 202, 217, 218, 219, 301, 302, 307, 301, 302, 307, 314, 314, 323, 320A, 413, 414, 452, 453

D. Supplemental Courses

Education 209

Biology 205

Interdisciplinary Studies 301

Note: A grade point average of 2.5 or better must be earned in all Education and Physical Education professional areas and must pass Praxis I before enrolling in any methods class or education course numbered 301 or above. For further information see **ADMISSION TO THE TEACHER EDUCATION PROGRAM AND APPLICATION REQUIREMENTS FOR DIRECTED STUDENT TEACHING ARE GIVEN IN EDUCATION.**

All physical education teacher candidates must demonstrate competencies in a variety of activities and maintain an appropriate fitness level. As such, each physical education teacher candidate must receive a grade of B or better in Net Sports, Field/Court I, Field/Court II, and the three required physical activity classes. All physical education teacher candidates will be tested for his/her fitness level using FITNESSGRAM®, or other appropriate standardized fitness testing programs, during first entry into the Physical Education Teacher Education Program and retested during his or her final year. Teacher candidates not meeting appropriate level of skills or fitness will be required to attend additional courses (PE 130 – Yoga; PE 134 – Weight Training or PE 139 – Aerobic Conditioning) until a minimum of competencies and fitness level have been met.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES – The Physical Education Teacher Education program will attempt to make all reasonable accommodations for students with certified disabilities as authorized by the Office of Disability Services. Appropriate standardized fitness testing and/or modification of skill requirements will be determined by a committee consisting of appropriate faculty and staff with input from the student.

1. Skills tests and the Fitnessgram assessments are aligned with NASPE Standard #2, Skill and Fitness Based Competence.

IV.E Use of Assessment Results to Improve Candidate and Program Performance

The fitness and skill assessments for the Physical Education Teacher Education Program at Limestone College are currently being piloted in some of the experimental courses being offered in the spring of 2010 and again in the fall of 2010. The department will analyze the new data upon the completion of the new courses; discuss possible modifications. Other assessments results that are tied to the Teacher Education Program will be used and data collected using Livetext®.

All data will be eventually placed in Livetext® to allow for ease of producing data more quickly to be shared with the teacher education faculty, as well as, the physical education teacher education faculty. This will allow for easier adjustments to the Program.